

**APPENDIX E**

**POINT ARENA JOINT UNION HIGH SCHOOL  
DISTRICT**

**CERTIFICATED STAFF  
EVALUATION HANDBOOK**

**2021-2024**

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## EVALUATION OF STAFF

### PHILOSOPHY

The Governing Board and staff of the Point Arena Joint Union High School District are committed to the continuation of the District's strong educational program. An effective staff evaluation system that focuses on the improvement of instruction is an important component of its educational program. The Governing Board recognizes that the educational process is an extremely complex one, and that the appraisal of this process is a difficult and technical function.

While the primary focus of evaluation is to improve instruction, staff evaluation requires consistent effort to meet the established performance expectations. The need for mutually developed objectives is recognized. This process must be continuous and constructive, recognizing quality instruction, and must take place in an atmosphere of mutual trust and respect. The process is a cooperative effort on the part of the evaluator and staff member. It is designed to encourage productive dialogue between staff and supervisors and to promote professional growth and development.

The implementation of the Evaluation instrument shall be consistent with all terms and conditions set forth in the current collective bargaining agreement between the District and Point Arena Joint Union High School Teachers Association.

## I. DISTRICT PERFORMANCE EXPECTATION

An integral part of both tenured and non-tenured employee's employment in the school district is continuous appraisal by their supervisors of their meeting District performance expectations. As appropriate to the various jobs performed by staff members, the District performance expectations include the following:

1. Meets and instructs students at designated locations and times.
2. Develops and maintains a classroom environment commensurate with the teacher's style, norms of the building program, appropriate to the classroom activity, and within the limits of the resources provided by the District.
3. Prepares for assigned classes, and shows written evidence of preparation and implementation on reasonable request of the immediate supervisor.
4. Sets and maintains appropriate standards of student behavior.
5. Provides an effective program of instruction based on the needs and capabilities of the individuals or student groups involved. This should include, but not be limited to:
  - a. Review of previously taught material as needed.
  - b. Presentation of new material.
  - c. Use of a variety of teaching materials and techniques.
  - d. Evaluation of student progress on a regular basis.
6. Correlates instructional objectives with the philosophy, goals, and standards of expected achievement as stated by the District.
7. Takes necessary and reasonable precautions to protect students, equipment, materials, and facilities.
8. Maintains records as required by law, district policy, and district administrative regulation.

9. Assists in upholding and enforcing school rules, and district administrative regulations.
10. Attends and participates in faculty, department, and district meetings as appropriate.
11. Cooperates with other members of the staff in planning instructional goals, objectives, and methods.
12. Works to establish and maintain open lines of communication in a professional manner with students, parents, and colleagues concerning both the academic and behavior progress of all students.
13. Encourages and assists students to achieve in accordance with their potential.
14. Performs related duties as requested by the administration in accordance with district policies and practices.

The appraisal of District performance expectations will typically be made through a supervisor's daily contact and interaction with the staff member. When problems occur in these areas, the staff member will be contacted by the supervisor to remind the staff member of District performance expectations in the problem area and to provide whatever assistance might be helpful. It is further noted that notice of deficiencies shall be given in a timely fashion and the employee given a reasonable amount of time to show improvement. If the problem continues or recurs, the supervisor, at his or her discretion, may prepare and issue to the staff member a written notice setting forth the specific deficiency with a copy to the employee's file.

## **II. REQUIRED AND RECOMMENDED PROCEDURES FOR SUMMATIVE EVALUATION**

The formative evaluation process involving the setting and assessment of growth objectives, the observation process, and the collegial interactions between the supervisor and staff member is the most important aspect of an evaluation process directed toward the improvement of instruction. In addition, it is necessary to complete a summative evaluation of each staff member's achievement of minimum performance expectations.

### **TENURED STAFF**

It is expected that tenured staff is meeting or exceeding the District performance expectations described in Section 1. The evaluation shall certify that the employee is meeting or exceeding these expectations in the biennial conference using the form in Appendix C. In the event that an employee is not meeting District performance expectations, it will be noted on the form in Appendix C, and an improvement plan will be provided. Unsatisfactory performance will be noted only when previous efforts on the part of the supervisor and staff member have not succeeded in raising performance to the District standard. A teacher may request additional objectives conferences during those years not regularly scheduled for formal evaluation.

It is expected that an employee will be evaluated during his/her first year as a tenured staff member.

### **NON-TENURED STAFF**

A non-tenured member may benefit from more detailed information from his/her supervisor on progress toward meeting or exceeding District performance expectations. Accordingly, the supervisor will complete the form in Appendix C for all appraisal conferences. The initial appraisal conference shall be held by the first week in December. If any areas are identified as below District standards, a second appraisal conference will be held by the first week in March. In all cases a final appraisal conference will be held by May 15<sup>th</sup>. A plan for improvement will be provided in each area where District performance expectations are not being met.

## **SUPPORT STAFF**

Tenured and non-tenured support staff will be evaluated according to the above timelines using Appendix D.

### III. CRITERIA FOR TEACHING EFFECTIVENESS (Possible Growth Objectives)

These basic criteria are to be used to assist in setting objectives during the supervisor-teacher conference whenever possible. These statements are presented as a framework for looking at education practices and are not intended as a checklist of required practices. Where support personnel are being evaluated, other direct job-related criteria would be more appropriate. Their objectives shall be related to the individual's job description.

#### A. Classroom Climate

1. Positive motivation is evidenced.
2. A focus on student behavior rather than personality is reflected.
3. Classrooms are characterized by an environment in which students feel a part of the class.
4. There is a high degree of appropriate academic praise for students.
5. Concern for increasing the percentage of correct answers given by students in class and on assignments while at the same time holding expectations realistically high is apparent.
6. The teacher demonstrates active involvement and visible leadership.
7. The teacher gives the impression of enjoying working with students and reflects respect for them as individuals.

#### B. Planning

1. Pupil contact time is planned.
2. Teaching unit plans generally include the following:
  - a. Clearly identified long-range goals and short-terms objectives.
  - b. Materials and methods to be used, showing a variety of ways to illustrate information.
  - c. Special supplementary resources when appropriate (such as a library, field trips, resource people).
  - d. Provisions for students to have guided and/or independent practice.
  - e. Methods to be used in checking for student understanding, getting sufficient feedback.



3. Daily written lesson plans contain sufficient information to guide the teachers' instruction.
4. Objectives of instructional plans related directly to the objectives of the district's adopted curriculum, using adopted program materials (manuals, course descriptions, student tests, recommended supplementary materials).
5. Instructional plan demonstrates an understanding of the content and an awareness of the variety of ways in which skills can be learned.
6. Pupils subject matter strengths and weaknesses and academic, social, emotional and physical needs are identified and planning takes these into account.

C. The Teaching Act

1. Explanations, demonstrations, practice and feedback are presented so that the students can comprehend and retain what is being taught which may include the following steps:
  - a. Establishes mental set at the onset of the lesson, e.g., providing student's cues that arouse interest.
  - b. Clearly states to the students the objectives of the lesson.
  - c. Presents information to be learned.
  - d. Teacher or students illustrate what is to be learned.
  - e. Checks for student understanding.
  - f. Provides students with guided practice.
  - g. Provides students with independent practice.
2. Varied groupings, methods and materials used are based on the needs of the students and objectives of the lesson.
3. Emphasis is placed on providing high percentages of academic engaged time.
4. Recognition is given to the importance of the appropriate use of a direct instruction teaching model: Keeping students on task; direct supervision skills; quality of seat work.
5. Non-direct teaching activities are monitored for their usefulness and appropriateness (i.e., seat work assignments, homework, tests and quizzes, use of interest center, independent study, activities, individualized instruction activities).

D. Management Skills

1. Teacher planning maximizes student on-task time.
2. Limits of student behavior are clearly defined, communicated to students and consistently monitored.
3. Teacher monitors rest of class while working with small groups and individuals.
4. Teacher organizes and arranges classroom so as to facilitate learning and to minimize student disruption.
5. Transitions from one area of teaching to another are made smoothly and demonstrate pre-planning.
6. Students are treated in a fair and consistent manner, taking individual needs into account.

E. Communication Skills

1. Communicates to the students the importance of respecting the rights of others.
2. Interacts with students in a manner that enhances their self-esteem.
3. Works to establish and maintain open line of communication with parents concerning the academic and behavioral progress of students.
4. Works cooperatively with colleagues in a professional manner to develop educational goals, objectives, and methods.
5. Interacts with staff in a manner which demonstrates mutual respect and cooperation and contributes to a positive school climate.

F. Adjunct Duties

1. Enforces appropriate student discipline.
2. Completes tasks in a timely manner.
3. Observes contractual duty hours.

#### **IV. OBJECTIVE SETTING**

Both the supervisor and the staff member have a responsibility to make the objective-setting conference as productive as possible. The supervisor, while maintaining responsibility for the final product, must actively involve the staff member in the conference. The final objectives should be the outgrowth of a cooperative activity (when agreement cannot be reached, the teacher may request a meeting with the Superintendent with his/her representative). The Superintendent shall arrange a meeting with the teacher, representative and the supervisor. The Superintendent's decision shall be final. The teacher may attach a statement to the final objective statement. All parties share the responsibility of approaching the entire activity with a positive attitude and a willingness to participate fully.

#### **NUMBER OF OBJECTIVES**

The number of objectives established between the staff member and the supervisor is less important than the form and substance of the objectives. In most cases, the number would not exceed three, with the number being determined by the relevancy and the time and energy required. Six to twelve objectives would be more appropriate for support personnel.

#### **OBJECTIVE PRIORITIES**

It is recommended that objectives be established in accordance with their potential impact on student learning. The following priorities should be used as guidelines in determining the appropriateness of objectives. However, there are instances when any one of the four types may be relevant and necessary depending on unique conditions.

1. Teaching Objectives – objectives built around teacher behaviors or worker behaviors that are directly related to student outcomes. The outline of the teacher effectiveness criteria should serve as the basis for setting teaching objectives for the regular classroom teachers. Other instructional support personnel should consider direct job-related activities as falling under this heading.

2. Learner Objectives – objectives that relate directly to solving a specific learning activity or improving some particular student deficit.
3. Program Objectives – objectives that relate to curriculum areas, course outlines, articulation activities, materials selection, etc. It is assumed here that there are numerous ways for staff to get involved in programmatic efforts other than using the supervision system.
4. Organizational or Administrative objectives – objectives that deal with specific administrative criteria such as listed in the minimum standards description. It is assumed that only in the case of continuing problems in this area would the objective setting procedure be used to help improve the situation.

### **MEASURABILITY OF OBJECTIVES**

The key to determining appropriate assessment methods during the conference is a cooperative effort between the supervisor and the staff member in arriving at a method that fits each objective. Certain objectives may be so unique that the supervisor and staff person creatively design a method for assessing progress. Subjective judgments made by the supervisor and the staff person after the method(s) have been applied are clearly acceptable forms of measurement. Staff cannot be held accountable for objectives and standards that cannot be achieved due to the lack of necessary resources and/or adverse physical environment.

## **V. TECHNIQUES FOR DETERMINING TEACHER EFFECTIVENESS**

During the year the staff member is being formally evaluated, the following shall be used:

### **FORMAL OBSERVATION**

Observing the teacher in the classroom is a basic and important way of determining teacher effectiveness. Formal observation will be made throughout the school year with either the teacher or supervisor initiating the formal observation process. To increase the reliability of the information gained through the formal observation, the following procedures shall be followed:

1. A pre-observation conference shall be held for each formal classroom observation to help the teacher and supervisor determine the primary focus of the observation. In the pre-observation conference, the following information should be discussed:
  - a. Specific area of Teacher Effectiveness Criteria that may receive primary emphasis during the observation.
  - b. Student outcomes to be achieved by the lessons.
  - c. Methods teachers will use to help the students achieve the lesson objective.
  - d. Behavior students will display that will indicate their successful achievement of the lesson objective.
2. The pre-observation conference shall be held at a mutually agreed upon time. The formal observation form is to be used to record information collected during the formal observation process (Appendix E).
3. A post-observation conference will be held following each formal classroom observation with such conferences being conducted within a reasonable time following the observation – usually not more than two school days. Information determined in the observation and pre-observation conference will form the basis of discussion in the post-conference.

### **ARTIFACT COLLECTION**

An important additional tool to the formal observation process is the collection of artifacts. Artifacts could include such things as lesson plans, unit planning materials, tests, quizzes, study guides, worksheets, homework assignments and other materials that affect or relate to instruction. The Teacher Effectiveness Criteria may serve as a basis for determining the quality and appropriateness of classroom artifacts. A conference may be scheduled for the purpose of mutually appraising instructional artifacts with requested data being presented to the supervisor at least one day prior to an arranged conference. All artifacts reviewed in the conference will be returned except those that have been mutually determined to be used for the preparation of the final appraisal report.

APPENDIX "A"

OBJECTIVES CONFERENCE

NAME:

SUPERVISOR:

SCHOOL:

DATE:

GROWTH OBJECTIVES(S) (1-3) (What do you plan to do?)

CSTP 2: Creating & Maintaining Effective Environments for Learning-2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students.

I have been utilizing higher order thinking questions to increase rigor and I provide opportunities for the students to reflect their individual understandings of the content. My goal is to increase the depth and frequency of my students' self-assessments.

ASSESSMENT METHODS (How will we know it happened?)

Formal Assessment: The student will be able to integrate parts of multiple lessons into a detailed summary.

Informal Assessment: The student will be able to discuss the content in a meaningful way.

\_\_\_\_\_  
Evaluators Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature

(Evaluatee's signature does not necessarily indicate agreement).

\_\_\_\_\_  
Date

Check if remarks by Evaluatee attached.

**APPENDIX "B"**

**ASSESSMENT OF OBJECTIVES**

NAME: \_\_\_\_\_

SUPERVISOR: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

GROWTH OBJECTIVES(S) (1-3) (What you planned to do?)

ASSESSMENT METHODS (What happened?)

REMARKS BY EVALUATOR: (Optional)

REMARKS BY EVALUATEE: (Optional)

\_\_\_\_\_  
Evaluators' Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

(Evaluatee's signature does not necessarily indicate agreement).

Check if remarks by Evaluatee attached.

Original: Personnel File

cc: Evaluator

Evaluatee



APPENDIX "C"

EVALUATION INSTRUMENT

NAME: \_\_\_\_\_

SUPERVISOR: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

This employee's overall performance is: (Check - and make appropriate comments).

- |                                          |                                             |
|------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> ENHANCED        | <input type="checkbox"/> EXCEPTIONAL        |
| <input type="checkbox"/> MEETS STANDARDS | <input type="checkbox"/> NEEDS IMPROVEMENTS |
| <input type="checkbox"/> UNSATISFACTORY  |                                             |

Comments:

RECOMMENDATION FOR CONTINUED EMPLOYMENT: (Check for appropriate statement).

- Recommended for continued permanent status.
- Recommended for tenure.
- Recommended for second year probationary contract.
- Not recommended for continued employment.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

(Evaluatee's signature does not necessarily indicate agreement).

Check if remarks by Evaluatee attached.

Original: Personnel File

cc: Evaluator

Evaluatee

**Point Arena High School District**  
**Certificated Summary Evaluation Instrument**

Employee	Assignment	Status
		<input type="checkbox"/> Probationary <input type="checkbox"/> Permanent <input type="checkbox"/> Temporary
Date of Conference	Evaluator	Period Covered by Summary Evaluation

*Teachers in the School District are expected to demonstrate competency in all of the California Standards for the Teaching Profession (2009 revision or most recent). The teacher will be evaluated on one goal predetermined by the principal, and one goal predetermined by the teacher. However, the District reserves the right to address any standard, if needed. Competency in Standard Six is an expectation in our Professional Learning Community and will be evaluated each year. All standards must be evaluated over three evaluation cycles.*

**Individual Goals/Objectives for Year (including but not limited to California Standards for the Teaching Profession):**

<b>Standard 1: Engaging &amp; Supporting All Students in Learning</b>
<b>Meets or Exceeds Standards:</b> _____ <b>Needs Improvement:</b> _____
<b>Does Not Meet Standards:</b> _____ <b>Not Evaluated:</b> _____
<ul style="list-style-type: none"> <li>● Using knowledge of students to engage them in learning</li> <li>● Connecting learning to students' prior knowledge backgrounds, life experiences and interests</li> <li>● Connecting subject matter to meaningful, real-life contexts</li> <li>● Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</li> <li>● Promoting critical thinking through inquiry, problem solving and reflection</li> <li>● Monitoring student learning and adjusting instruction while teaching</li> </ul>
Evidence of Standard and/or Recommendations for Improvement:

<b>Standard 2: Creating and Maintaining Effective Environments for Student Learning</b>
<b>Meets or Exceeds Standards:</b> _____ <b>Needs Improvement:</b> _____
<b>Does Not Meet Standards:</b> _____ <b>Not Evaluated:</b> _____
<ul style="list-style-type: none"> <li>● Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</li> <li>● Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</li> <li>● Establishing and maintaining learning environments that are physically, intellectual and emotionally safe</li> <li>● Creating a rigorous learning environment with high expectations and appropriate</li> </ul>

<p>support for all students</p> <ul style="list-style-type: none"> <li>• Developing, communicating, and maintaining high standards for individual and group behavior</li> <li>• Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</li> <li>• Using instructional time to optimize learning</li> </ul>
Evidence of Standard and/or Recommendations for Improvement:

<b>Standard 3: Understanding and Organizing Subject Matter for Student Learning</b>
<b>Meets or Exceeds Standards:</b> ____ <b>Needs Improvement:</b> ____
<b>Does Not Meet Standards:</b> ____ <b>Not Evaluated:</b> ____
<ul style="list-style-type: none"> <li>• Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</li> <li>• Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</li> <li>• Organizing curriculum to facilitate student understanding of the subject matter</li> <li>• Utilizing instructional strategies that are appropriate to the subject matter</li> <li>• Using and adapting resources, technologies, and standards-aligned instructional materials to make subject matter accessible to all students</li> <li>• Addressing the needs of English learners and students with special needs to provide equitable access to the content</li> </ul>
Evidence of Standard and/or Recommendations for Improvement:

<b>Standard 4: Planning Instruction and Designing Learning Experiences for All Students</b>
<b>Meets or Exceeds Standards:</b> ____ <b>Needs Improvement:</b> ____
<b>Does Not Meet Standards:</b> ____ <b>Not Evaluated:</b> ____
<ul style="list-style-type: none"> <li>• Using Knowledge of students' readiness, language proficiency, cultural background, and individual development to plan instruction</li> <li>• Establishing and articulating goals for student learning</li> <li>• Developing and sequencing long-term instructional plans to support student learning</li> <li>• Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</li> <li>• Adapting Instructional plans and curricular materials to meet the assessed learning needs of all students</li> </ul>
Evidence of Standard and/or Recommendations for Improvement:

<b>Standard 5: Assessing Students for Learning</b>
<b>Meets or Exceeds Standards:</b> ____ <b>Needs Improvement:</b> ____
<b>Does Not Meet Standards:</b> ____ <b>Not Evaluated:</b> ____
<ul style="list-style-type: none"> <li>● Applying knowledge of the purposes, characteristics, and uses of different types of assessments</li> <li>● Collecting and analyzing assessment data from a variety of sources to inform instruction</li> <li>● Reviewing data, both individually and with colleagues, to monitor student learning</li> <li>● Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</li> <li>● Involving all students in self-assessment, goal setting, and monitoring progress</li> <li>● Using available technologies to assist in assessment, analysis, and communication of student learning</li> <li>● Using assessment information to share timely and comprehensible feedback with students and their families</li> </ul>
Evidence of Standard and/or Recommendations for Improvement:

<b>Standard 6: Developing as a Professional Educator</b>
<b>Meets or Exceeds Standards:</b> ____ <b>Needs Improvement:</b> ____
<b>Does Not Meet Standards:</b> ____ <b>Not Evaluated:</b> ____
<ul style="list-style-type: none"> <li>● Reflecting on teaching practice in support of student learning</li> <li>● Establishing professional goals and engaging in continuous and purposeful professional growth and development</li> <li>● Collaborating with colleagues and the broader professional community to support teacher and student learning</li> <li>● Working with families to support student learning</li> <li>● Engaging local communities in support of the instructional program</li> <li>● Managing professional responsibilities to maintain motivation and commitment to all students</li> <li>● Demonstrating professional responsibility, integrity, and ethical conduct</li> </ul>
Evidence of Standard and/or Recommendations for Improvement:

<b>Overall</b>
<b>Meets or Exceeds Standards:</b> ____ <b>Needs Improvement:</b> ____
<b>Does Not Meet Standards:</b> ____ <b>Not Evaluated:</b> ____
<ul style="list-style-type: none"> <li>● Demonstrating compliance with federal, state and district policies and procedures regarding special education assessment, eligibility, and program development</li> <li>● Developing and implementing individualized integration opportunities for students with special needs</li> <li>● Using the results of assessments to guide instruction and the development of</li> </ul>

appropriate IEP goals and objectives
<b>Evidence:</b>

**Section 2: Performance Expectations**

Evaluators may provide feedback and suggestions for improvement on any standard, regardless of the Rating.

A unit member is expected to perform at Level 3 (Meets or Exceeds District Standards) on all components of Standards 1-5.

- Meets or Exceeds District Standards on All Components of Standards 1-5

A unit member who receives a Rating of 2 (Needs Improvement to Meet District Standards) of 1-5 components in Standards 1-5, and a Rating of 3 (Meets or Exceeds District Standards) on the remainder of components of Standards 1-5 shall be provided with feedback in Section 3 of this form to include expectations for improvement.

- Expectations for Improvement Required

A unit member who receives a Rating of 2 (Needs Improvement to Meet District Standards) on more than 5 components of Standards 1-5, and a Rating of 3 (Meets or Exceeds District Standards) on the remainder of components of Standards 1-5 shall be provided with feedback in Section 3 of this form to include expectations for improvement, and may have a Job Improvement Plan attached to this form.

- Expectations for Improvement Required
- Job Improvement Plan

A unit member who receives a Rating of 1 (Does Not Meet District Standards) on 1-3 components of Standards 1-5 shall be provided with feedback in Section 3 of this form to include expectations for improvement, shall have a Job Improvement Plan attached to this form, and shall be evaluated the following year.

- Expectations for Improvement Required
- Job Improvement Plan Required
- Annual Evaluation Required

**Section 3: Observation Feedback Meeting**

Date:

Time:

**Section 4: Comments by Evaluator**

**Section 5: Comments by Evaluatee**

Within ten (10) work days of the observation meeting, the evaluatee may submit a written response, which will be attached to this observation form.

***Signatures by the evaluatee and the evaluator certify that a conference was conducted to discuss this observation. The evaluatee's signature does not indicate their agreement with the contents of this observation.***

Evaluatee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX "D"**

**SUPPORT PERSONNEL EVALUATION**

NAME: \_\_\_\_\_

SUPERVISOR: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

A. Personal Attributes and Relationships

B. Performance of Duties and Responsibilities

Appendix "D"

Support Personnel Evaluation

C. Supporting Data

(Use the following space to give data concerning opportunities, conferences and working relationships whereby the evaluator has had the data to make the foregoing evaluation judgements).

D. Miscellaneous

(Do you recommend continuation of the employee in his/her present assignment? If not, give reasons and recommendations for new assignments).

E. Additional Comments by the Evaluator

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

(Evaluatee's signature does not necessarily indicate agreement).

Check if remarks by Evaluatee attached.

Original: Personnel File  
cc: Evaluator  
Evaluatee



**APPENDIX "E"**

**OBSERVATION FORM**

NAME: \_\_\_\_\_

DATE : \_\_\_\_\_

SUBJECT/GRADE: \_\_\_\_\_

TIME OBSERVED: From \_\_\_\_\_ To \_\_\_\_\_

1. Lesson Objective(s):

2. Observation:

3. Analysis/Comments/Suggestions:

\_\_\_\_\_  
Evaluators' Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

(Evaluatee's signature does not necessarily indicate agreement).

Check if remarks by Evaluatee attached.

Original: Personnel File

cc: Evaluator

Evaluatee

**APPENDIX "F"**

**JOB IMPROVEMENT PLAN**

NAME: \_\_\_\_\_

SUPERVISOR: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

District performance expectation (List Number): \_\_\_\_\_

CRITERION FROM TEACHER PERFORMANCE EXPECTATION ON WHICH  
IMPROVEMENT PLAN IS BASED:

GOAL (General Intent)

OBJECTIVES FOR IMPROVEMENT

1. Specific Behavior (What will be done?)

2. Procedures (How will it be done?)

Steps:

When to be Accomplished:

3. Progress Checks (How it is going)

Evaluator's Comments:

Appendix "F"

Job Improvement Plan

- 4. Documentation/Appraisal Method for Final Accomplishment of Objectives (How do you know it was done?)

Written Evidence (Where applicable)

Appraisal Method

Standard(s) (Where applicable)

THE OBJECTIVE WAS (Evaluator's Comments):

Evaluatee's comments

- Not Accomplished       Partially Accomplished
- Fully Accomplished

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

(Evaluatee's signature does not necessarily indicate agreement).

Check if remarks by Evaluatee attached.

Original:      Personnel File  
cc:              Evaluator  
                    Evaluatee