

Sweetwater County School District Number One

Performance Evaluation Systems

The Effective Educator Scale Rubrics shall be the evaluation tool utilized. These scales consist of a performance area, four possible levels of performance (unsatisfactory, basic, proficient, or distinguished), behavior statement criteria, and indicators.

Philosophy of Instruction

The primary purpose of instruction in Sweetwater County School District No. One is to engage students in learning, providing opportunities to achieve their highest academic, intellectual and emotional growth within the educational community.

Philosophy of Evaluation

The purpose of evaluation in Sweetwater County School District No. One is to maintain and improve the quality of teaching and learning. The evaluation process is based upon trust and mutual cooperation.

Procedures for Initial and Year Two and Year Three Contract Certified Staff

Components

Orientation

A thorough explanation of the Effective Educator Scale Rubrics, performance areas, criteria, and indicators and how they define expectations is an essential element to ensure a positive attitude toward evaluation.

It is the District's responsibility to ensure certified staff members have the opportunity to fully review the Effective Educator Scale Rubrics, performance areas, criteria, and indicators, forms and reporting formats related to the evaluation.

It is the contract staff member's responsibility to thoroughly understand the responsibilities as defined by the Effective Educator Scale Rubrics and indicator and to ask any questions if in doubt.

A portion of the orientation program shall include the visitation of a variety of school areas and discussion with those performing roles within those areas.

Orientation Colleague Availability

An opportunity will be provided for initial and year two and three contract certified staff members to avail themselves of an orientation colleague at the building site or one specific to area of specialty in order to provide non-evaluative feedback in support of either goals listed on the Professional Development Plan or professional job targets associated with individual staff development. Such an opportunity will be afforded to all initial and year two and three contract certified staff members and notice of the availability of such individuals would be discussed during the orientation conference. These expert orientation colleagues shall not serve as administrators or sources of data collected to substantiate a summative judgment.

The building administrator will confirm the availability and choice made regarding an orientation colleague no later than the first formative feedback conference. It is encouraged that initial, year two and year three contract certified staff members take advantage of an orientation colleague.

Formative/Assessment and Summative/Evaluation

Sweetwater County School District No. One has designed a system of supervision for two purposes - one of evaluation and the other assessment. The first is a summative evaluation purpose, in which evaluation provides information for use in making personnel management decisions, such as dismissal and promotion. The second and primary focus of District One's supervision system is to promote the professional development of certified staff members. Such formative assessment promotes an administrator-certified staff member relationship built on collaboration, trust and mutual respect.

Formative

Pre-Observation Conference

The purpose of a pre-observation conference is to provide a purposeful and meaningful dialogue regarding 1.) the objective of the activity to be observed, 2.) the prior learning of the students, 3.) the learning activities or methods to be used to meet the stated objectives, and/or 4.) any relevant characteristics of the learning environment of the classroom.

Formal Classroom Observation

A formal observation consists of a visitation of a lesson as defined during the pre-conference. Formal observations will be preceded by a pre-observation conference. One formal observation shall take place early in the first semester (no later than October 31 of the 90-day probationary period for initial contract certified staff members) and at least one Informal or Unannounced Observation occurring after December 1 and before January 31. For year two/three staff and continuing contract staff, this required observation shall occur after December 1 but before March 31.

Administrators or Plan A certified staff members may initiate one additional formal observation at their discretion. Such an additional formal observation will be provided upon request of the certified staff member or administrator. A maximum of two formals might be referred to in the Professional Development Plan thus making a formal request unnecessary. In either event, the maximum of two formal observations is permitted before January 31 for initial contract certified staff members and March 31 for year two and three staff and requested continuing contract staff.

Unannounced/Informal Observation

An unannounced observation is a visitation of a certified professional for which there may not be a pre-conference. An unannounced observation may take place for a portion of a class period or lesson or an entire class period or lesson presentation.

Post observation (Feedback) Conference

The post observation conference will occur within five school days following the completion of a formal observation unless mutually agreed upon to change the follow-up time. The purpose of this conference shall be to share pertinent data collected during the observation and will focus on discussion of factors relevant to the Effective Educator Scale Rubrics, performance areas, criteria, and indicators. The administrator will maintain the Summative Evaluation Report of conference dates and matters discussed indicating the conference Summative Evaluation Report.

Supporting Data and Input

Work Samples

A variety of relevant artifacts may be collected by the administrator and contract staff member to include, but not limited to: classroom assessments, writing prompts, student projects, completed homework samples etc.

Informal/Unannounced Observation

A primary purpose of informal observation is to validate and support effective instruction on a continual basis. Informal observation shall occur during the periodic interaction and instructional support of all staff within the educational setting. Such observation shall be a natural process which acknowledges performance beyond the formal observation; e.g., walk-through supervision, casual visits and ongoing observation of certified staff member's interaction with students, parents and other staff. Informal observations may be preceded with or without a pre conference. A decision to conduct an informal observation with or without a pre conference shall rest with the administrator.

If informal/unannounced observations raise concerns regarding a certified staff member's performance the administrator will conduct a post conference within five school days with the certified staff member unless it is mutually agreed upon to change the follow-up time. A written record of all matters discussed will be maintained.

Information gathered through observations must be documented in the Informal Observation Report and in the Summative Evaluation Report. Hearsay input will not be used as supporting data.

Summative

Conference and Report

The first summative report and conference shall be completed by December 1 of each certified staff member's probationary period. The second summative evaluation conference and report will be completed for each initial contract staff member by January 31. Year two, year three, and requested continuing contract staff members shall have their summative conference and report completed no later than March 31. Plan B continuing contract certified staff members will have a summative done yearly.

The conference and report will focus on the certified staff member's overall performance throughout the year and will include information gained through formal and informal observations, unannounced observations, work samples, conferences between the administrator and certified staff member and other data resources cited as appropriate to substantiate performance.

The summative evaluation report will include: 1.) a rating and description of performance for each Effective Educator Scale Rubric. The four performance levels are unsatisfactory, basic, proficient, and distinguished. The evaluation of the certified staff member's level of performance shall be based upon attaining a majority of the behavior statement criteria listed within each portion of the Effective Educator Scale Rubric. However, if the certified staff member is judged to be unsatisfactory in any behavior statement criterion, the certified staff member will be rated as unsatisfactory for that Effective Educator Scale Rubric. 2.) a summary of strengths and/or deficiencies, 3.) recommendations, and 4.) an overall evaluation statement for each performance area in which there is variation from district standard. The certified staff member and administrator will complete a status report of the Professional Development Plan.

The summative report will be signed by both parties within seven working days of the summative conference. The certified staff member may attach additional comments to the report, if desired. A copy of the signed Summative Evaluation Report will be provided to the certified staff member. The administrator will retain a copy of the report and any attachments.

The Professional Development Plan Status and Summative Report, including attachments and the certified staff member's comments (if any), will be forwarded, no later than April 15, to the Human Resource Office for inclusion in the certified staff member's personnel file.

Professional Development Plan

Setting professional goals is a central theme and major thrust of Sweetwater County School District No. One evaluation process. It is a task which requires time and thoughtful reflection. The administrator and certified staff member will work together in identifying and completing the Professional Development Plan. The administrator and the certified staff member should discuss Effective Educator Scale Rubrics which offer the greatest potential for professional growth. The professional development plan consists of one to three goals related to the Effective Educator Scale Rubrics performance areas, criteria, and indicators. These goals and the plan for achieving them are mutually developed and approved in final form by the administrator no later than October 1.

Differentiated Evaluation Methodologies - Plan A

Options exist to permit differentiated evaluation for continuing contract staff members. Plan A consists of formal observations and design of a Professional Development Plan. This option is similar to year two and year three certified staff member evaluation but with only one summative report. Plan B requires the development of a Professional Development Plan and one formal observation at a time mutually agreed upon by the certified staff member and the administrator. In either plan no fewer than a one goal Professional Development Plan shall be jointly set by the administrator and the certified staff member.

Plan A

Plan A for continuing contract staff will contain the number of required observations outlined for year two and three contract evaluation except the formal observations and post conference reporting may take place any time during the first semester. Second semester observations are also flexible regarding time but must call for summative report completion before March 31. A written statement submitted to formally request Plan A evaluation, by either the certified staff member or the administrator, shall be honored for any continuing contract staff member within 15 working days of the certified staff member school year beginning date or Plan B completion.

Procedures for Continuing Contract Certified Staff

Orientation

A thorough explanation of the Effective Educator Scale Rubrics, performance areas, criteria, and indicators and how they define expectations is an essential element to ensure a positive attitude toward evaluation.

It is the District's responsibility to ensure continuing contract certified staff members have the opportunity to fully review the Effective Educator Scale Rubrics, performance areas, criteria, and indicators and reporting formats related to the evaluation.

It is the continuing contract staff member's responsibility to thoroughly understand the responsibilities as defined by the Effective Educator Scale Rubrics, performance areas, criteria, and indicators.

Orientation Colleague Availability

An opportunity will be provided for continuing contract certified staff members to avail themselves of an orientation colleague at the building site or one specific to their area of specialty in order to provide non-evaluative feedback in support of either goals listed on the Professional Development Plan or professional job targets associated with individual staff development. Such an opportunity will be afforded to all continuing contract certified staff members and notice of the availability of such individuals will be discussed during the orientation conference. These expert orientation colleagues shall not serve as administrators or sources of data collected to substantiate a summative judgment.

Professional Development Plan

Setting professional goals is a central theme and major focus of Sweetwater County School District No. One evaluation process. It is a task, which requires time and thoughtful reflection. The administrator and certified staff member will work together in identifying and completing the Professional Development Plan. The administrator and the certified staff member should discuss the Effective Educator Scale Rubrics and the Professional Development Plan Evaluation Rubric criteria, which offer the greatest potential for professional growth and impact on student learning. This initial discussion should include assessing the Professional Development Plan and its potential based on the Professional Development Plan Evaluation Rubric. The Professional Development Plan consists of one to three goals related to the Effective Teaching Scale Rubrics, performance areas, criteria, and indicators. These goals and the plan for achieving them are mutually developed and approved in final form by the administrator.

The Plan B method is a self-directed approach. If choices are not forthcoming from the certified staff member the administrator may suggest areas from the performance areas. Ultimately, a recommendation will need to come from the certified staff member.

The certified staff member initiates goals, plan organization, resources needed, planned activities, methods of plan assessment, impact expected on student performance, and how plan results will be shared with colleagues and if appropriate with students, no later than October 1. After these are listed on the Professional Development Plan, a conference is conducted with the administrator to finalize development. This conference shall be conducted within a reasonable time frame after the certified staff member's initial recommendation and no later than October 15.

Certified staff members meeting objectives on their Professional Development Plan (PDP) and wishing to continue with this level plan will be required to outline performance objectives for Plan B continuation during the yearly summative conference. Such an outline of performance objectives in support of a new PDP will be noted on the summative report. After agreement is reached between administrator and staff member and final authorization is provided by the administrator, the certified staff member will be required to submit a new PDP no later than 15 working days following the summative conference. The Professional Development Plan Status and Summative Report shall be completed and submitted within one school year of the most recent written summative report.

In order to move to and maintain Professional Development Plan level (Plan B) of evaluation a certified continuing contract staff member must be evaluated as basic, proficient, or distinguished in all but two Effective Educator Scale Rubrics. If these criteria are not met, any certified staff member (Plan A or B) will be referred to the attention of the Administrative Assistance Team. However, a staff member receiving four or more such “basic” ratings must direct PDP goals to these improvement areas. Due to this assurance requirement the administrator will collect data, which will assist her/him to provide documentation to substantiate required certification. A variety of methods may be used to collect required documentation, to include but not limited to: unannounced observations, formal and informal observations, work samples, etc. An option remains open to the administrator to prepare a narrative for those Plan B staff members evaluated as distinguished. This narrative should be attached to the Professional Development Plan Status and Summative Report.

Description of Professional Development Plan Components

Performance Areas

Professional Development Plans are to reflect one or more of the Effective Educator Scale Rubrics. The certified staff member would designate an indicator, when appropriate, beneath the Effective Educator Scale Rubrics chosen as part of their PDP goal.

Goal Statement

Goal/s are to be completed reflecting the identified area the certified staff wishes to develop.

PDP/Effective Educator Scale Rubric Relationship.

The PDP must have a direct link to an Effective Educator Scale Rubric in order to improve instruction.

Organization

Efforts to segment the Professional Development Plan may be organized by key dates. Such a time line will be presented early in the development of the PDP. The time line benchmark dates are to be included so as to maintain progress checks.

Resources

Staff members will need to list the human, financial, equipment and other material resources necessary to successfully meet the goal listed on the Professional Development Plan.

Activities

The actual day-to-day operational procedures employed on the Professional Development Plan shall be listed. The procedures would include pre-planning activities, research investigations, classroom intervention strategies and evaluations.

Methods of Plan Assessment

In an on-going manner, the professional shall analyze and assess the progress of the plan, by establishing and maintaining methods of data gathering, e.g., log books, journals, portfolios or other collection methods. At a minimum a plan progress check should occur at least quarterly with a yearly summary provided within one school year of the most recent written summative report.

Impact on Student Performance

Improving student performance should always be an important outcome of the PDP.

Results and Documentation

Documentation strategies will be listed in the PDP. The documentation section will prescribe the data to be collected, detail its availability and location.

Sharing Results

Results of the PDP should be shared during collaboration time with peers and, when appropriate, with students. Sharing of knowledge is a powerful tool used by educators.

Progress Checks

Two categories of progress checks are provided for the staff member to track growth. The categories are 'completed', and 'in progress'. NOTE: IF COMPLETED, AT LEAST A ONE GOAL PDP MUST BE DESIGNED OR RETAINED AND ACTIVE 15 SCHOOL DAYS FROM SUCH A DECISION POINT OR AT THAT TIME WHEN THIS DECISION IS DETERMINED. A GOAL DEEMED IN PROGRESS MUST BE COMPLETED THE FOLLOWING YEAR. It is expected that administrator and certified staff member will check progress in accordance with the pre-established PDP time line with a yearly summary provided within one school year of the most recent written summative report.

Administrator Comments

This section is used for narratives completed by the administrator which reflect the successes, progress, future direction and/or difficulties experienced by the staff member in the Professional Development Plan.

Staff Member Comments

If necessary, the staff member might wish to respond with supporting comments or rebut remarks made by the administrator. A comments section is listed for this purpose and could be written following the completion of the Administrator Comments section.

Summative

Conference and Report

The written summative report shall be delivered to the continuing contract staff member within seven school days of the summative conference and always within one school year of the most recent written summative report.

The conference and report will focus on the certified staff member's progress on professional development plan objectives, overall performance throughout the year, information gained through formal and informal observations, unannounced observations, work samples, conferences between the administrator and certified staff member and other data resources cited as appropriate to substantiate performance.

For Plan B the summative evaluation report will provide written report of progress on the Professional Development Plan goal as documented through interviews and formal/informal classroom observations. Due to the greater number of continuing contract staff members, there is certain to be the potential of having a greater number of Plan B staff members than Plan A. Therefore, administrators are permitted to stagger Plan B summative conference and reporting times throughout the year.

The summative report will be signed by both parties within seven school days of the summative conference. The certified staff member may attach additional comments to the report, if desired. A copy of the signed Summative Evaluation Report will be provided to the certified staff member. The administrator will retain a copy of the report and any attachments. The Professional Development Plan Status and Summative Report, including attachments and the certified staff member's comments (if any), will be forwarded within 15 school days to the Human Resources Office for inclusion in the certified staff member's personnel file.

Differentiated Evaluation Methodologies - Plan B

Options exist to permit differentiated evaluation for continuing contract staff members. Plan A consists of formal observations and design of a Professional Development Plan. This option is similar to initial year one and year two certified staff member evaluation but with only one summative report. Plan B requires the development of a Professional Development Plan and one formal observation at a time mutually agreed upon by the certified staff member and the administrator. In either plan no fewer than a one goal Professional Development Plan shall be jointly set by the administrator and the certified staff member.

Plan B

The Professional Development Plan is the central core for Plan B evaluation. This plan is available to continuing contract certified staff members and year three contract certified staff members upon the recommendation of the administrator and agreement of the year three contract certified staff member.

In addition, the Plan B certified staff member will have one formal observation at a time mutually agreed upon by the certified staff member and the administrator. Informal/unannounced observations by the administrator may occur at any time during the year. A written statement submitted to formally request Plan A evaluation, by either the certified staff member or the administrator, shall be honored for any continuing contract staff member within 15 working days of the certified staff member school year beginning date or Plan B completion.

PROFESSIONAL ASSISTANCE REVIEW PROGRAM

PHILOSOPHY OF PROFESSIONAL ASSISTANCE REVIEW PROGRAM

Professional evaluation in Sweetwater County School District Number One exists to maintain and improve the quality of teaching and learning. Such evaluation occurs within a process based on trust and mutual cooperation. The District understands the importance of these conditions and extends necessary assistance to teaching and support professionals who experience difficulties attaining performance standards set forth by the District.

THE PROFESSIONAL ASSISTANCE REVIEW PROGRAM IS BASED UPON THE FOLLOWING:

1. The building principal or supervising administrator is the prime evaluator of the certified professional's performance.
2. The administrative review board functions as the evaluative support team to building principals for certified professionals who have failed to meet standards.
3. Upon agreement between the certified professional and his/her principal, he/she may receive help from an assistance team. The certified professional being evaluated has the final decision as to whether or not he/she receives the benefit of the professional assistance team.
4. The assistance team is designed to provide optimum support for a professional when principal/administrator has determined that the certified staff member's performance is not satisfactory.
5. Assistance Team to assist in an emergency situation.

ADMINISTRATIVE ASSISTANCE TEAM

An Administrative Assistance Team is composed of at least 3 (three) district administrators. This review will, by consensus, determine whether or not an anonymous Professional Review Program recommendation of the supervising administrator is justified. Deliberation and review of data substantiating the recommendation shall be the responsibility of the Administrator Assistance Team. The supervising administrator will present their case to the Team and before a summative judgment is presented to the professional who might need assistance. The referral to the Team shall be made only after the entire evaluation process has been completed and after the School District Number One Effective Educator Scale Rubrics, performance areas, criteria, and indicators have been carefully applied to the certified staff members performance.

PROFESSIONAL ASSISTANCE REVIEW REFERRAL PROCEDURE

Certified staff members must be evaluated as basic, proficient, or distinguished in all but two Effective Educator Scale Rubrics. If these criteria are not met, any certified staff member (Plan A or B) will be referred to the attention of the Administrative Assistance Team. This referral is internal and occurs prior to the final decision to rate. This affords the administrator the opportunity to discuss the data supporting the "unsatisfactory" rating/s with other administrators on the Administrative Assistance Team. If the judgment of the evaluating administrator and the AAT places the professional at a deficiency level, the staff member will be offered the opportunity to become involved in the Professional Review Process.

1. The AAT is comprised of district administrators.
2. The AAT serves as the evaluative support team to building principals for certified professionals who are not yet meeting standards.

3. The initial referral to the AAT shall be made only after the observation process has been completed and the School District No. One Effective Educator Scale Rubrics, performance areas, criteria, and indicators have been carefully applied to the certified staff members performance and before a summative evaluation is presented to the staff member.
4. The AAT, by majority vote, will determine whether or not the standard/s rated below expected level are justified.
5. A vote will be taken after the administrator has presented their case to the AAT and before a summative judgment is presented to the professional who might need assistance.
6. After a summative evaluation (assuming it meets referral criteria) is presented to the staff member, an assistance plan including target dates will be mutually developed between the referred professional and administrator.
7. Upon agreement between the certified staff and her/his administrator, she/he may receive help from the professional assistance team. The certified staff member must decide whether or not she/he receives the benefit of the professional assistance team.

PROFESSIONAL ASSISTANCE TEAM

SELECTION, COMPOSITION AND FUNCTION

The Professional Assistance Team shall be composed of three certified staff members who have been trained in the skills of peer coaching, confidentiality, certified staff member observation, conferencing with peers. and School District #1 Effective Educator Scale Rubrics, performance areas, criteria, and indicators. The Assistance Team is selected to provide help in the area/s listed on the Assistance Plan(s) which shall be mutually developed between the referred professional and administrator. The Professional Assistance Team will collect data and employ the use of a non-evaluative feedback process.

1. The referred certified staff member shall select an assistance team coordinator from a cadre of qualified peer coaches. The coordinator in consultation with the assisted professional will choose the other members from this same team roster. At least one member of the support team (two including the coordinator) must be trained.
2. The Professional Assistance Team works directly with the certified staff member. They do not meet or discuss the plan with the supervising administrator. Upon referred professionals request the coordinator may meet with the supervising administrator along with the referred professional.
3. The Professional Assistance Team is non-evaluative in scope; the team does not evaluate the certified staff members' performance. The team is not involved with the routine evaluation process.
4. The team coordinator will record pertinent coaching suggestions and routine activities of the team. These notes will become the property of the referred certified staff member on the target date which will be listed on the Improvement Plan.

STEPS OF OPERATION FOR THE PROFESSIONAL ASSISTANCE TEAM

1. A meeting with the referred professional and appropriate administrative staff shall be held to explain the seriousness of the situation.
2. When the referred staff member agrees to receive assistance a trained coordinator for the team will be selected by the referred staff member.
3. The Assistance Plan is provided to the staff member. It is shared with the Professional Assistance Team only if the staff member agrees to receive help from the team.
4. The coordinator contacts the referred staff member to attend the Professional Assistance Team meeting to discuss the improvement plan at the building in which this certified staff member is assigned.

5. The coordinator, assistance team and supervising administrator, at the request of the referred staff member, may meet formally to explain the function of the team.
6. The referred staff member has the option to receive or refuse the team's help following the initial meeting with the team.
7. If the team's help is requested, a time line will be formulated to implement the Assistance Plan.

PRECAUTIONARY NOTES

1. Members of the Administrative Assistance Team (AAT) should not be included on a referred staff members' assistance team. The AAT will have made an evaluative decision and thus might prove biased during the data collection.
2. The Professional Assistance Team will not testify against a referred certified staff member.
3. No more than four improvements plans will be written for the certified staff member who is working with a Professional Assistance Team.

CERTIFIED STAFF MEMBER PERFORMANCE EVALUATION

DOCUMENTATION GUIDELINES

A primary purpose of the certified staff member evaluation system is to improve instructional effectiveness. However, if satisfactory performance is not achieved, the evaluation system serves another purpose of identifying those certified staff members who must be released through non-renewal, resignation or termination. The process for dealing with unsatisfactory performance is spelled out in law and district procedure. Careful attention will be paid to these legal and procedural stipulations in order to assure the rights of certified staff members. An essential ingredient in the process is the compilation of written documentation which specifically details the certified staff member's performance.

The following material outlines a practical system of documentation which is based on the concepts of clear communication and fairness. The system involves the use of several forms of documentation as follows:

Memoranda to the File

Memoranda are used to document incidents, and performances.

Memoranda can be kept in a variety of forms. One suggestion is a notebook of anecdotal records (log); a page designated for each individual, to include:

- brief and specific information
- factual material and observations; not conclusions or interpretations.
- the certified staff member's name, date of occurrence, facts, and the administrator's name.

Appropriate information must:

- be shared and open for the certified staff member's review
- be incorporated into evaluation documents and/or a summary memorandum.

Memoranda and appropriate anecdotal notes will become part of the Observation Records and submitted with the Summative Evaluation Report.

Specific Incident Memoranda

Note: While the material contained in this paper stresses documentation of unsatisfactory performance, the guidelines are equally applicable to documentation of effective performance or outstanding recognition!

Specific incident memoranda may be used to document behaviors of a more serious nature, such as complaints from a third party. A memorandum of this nature should be prepared and sent only after the supervisor holds a conference with the certified staff member during which time the incident is discussed and the certified staff member's viewpoint is considered.

A specific incident memorandum may include:

- names of parties involved (when appropriate)
- summary of the supervisor's observation or third party complaint, including dates and certified staff member's response
- supervisor's determinations
- any directives or reprimands to the certified staff member
- any vindication of accusations

A copy of the memorandum must be provided to the certified staff member and receipt should be acknowledged by the signing of the original memo. If the certified staff member refuses to sign the document, an adult witness should be present to sign the document verifying the certified staff member was given a copy of the document but refused to sign in acknowledgment of its receipt. In addition, the certified staff member is encouraged to respond, in writing, to the information contained in the memorandum. All such memoranda will become part of the Observation Reports. Such memoranda shall be shared with the certified staff member no more than three working days following the report of the incident.

Summary Memoranda

Summary memoranda outline the results of conferences with the certified staff member concerning several incidents and observations or general conferences regarding performance. A summary memorandum should:

- incorporate matters reflected in the file memoranda and matters not included in other written documentation
- outline observations from visitations
- clearly state directives given to the certified staff member
- establish standards and expectations regarding performance
- indicate the dates of conferences and subject(s) discussed.

As with the specific incidents memoranda, the certified staff member should be given a copy of the summary memoranda, acknowledge its receipt by signing the original document, and be afforded the opportunity to respond in writing. These memoranda will become part of the Observation Records.

Evaluation Documents

The evaluation documents shall be completed according to district procedures and standards in order to provide a clear description of observed performance, and indication of progress on objectives substantiated by evidence, and a concise summary of overall performance.

All evaluation documents will become part of the permanent personnel file. A complete evaluation includes:

1. Orientation acknowledgment and checklist of materials.
2. Observation Records indicating:
 - a. formal and informal data collection
 - b. attachments of any written memoranda, summary memoranda, and anecdotal notes
3. Professional Assistance Review, if appropriate
4. Summative Evaluation Reports
5. Professional Development Plan

General Guidelines for Documentation

In the preparation of any documentation, the following guidelines should be observed:

1. Rely on facts and observations rather than hearsay, inferences and judgments. Avoid conclusion statements which are not supported by facts.
2. Directives should be worded in a straightforward and precise manner to avoid confusion regarding expectations. Educational jargon should be avoided.
3. All documentation which is provided to the certified staff member should invite a response to clarify disagreements and include a place for signatures acknowledging receipt. Suggested wording at the conclusion of such a document is as follows:

"If you disagree with the facts or conclusions stated in this memorandum, please advise me in writing, no later than (date) so that we can meet and attempt to resolve any differences".

Administrator

I have received a copy of this memorandum.

Certified Staff Member

Date

(Signature does not indicate agreement or disagreement)