



**Bella Mente
Academies**

Teacher Evaluation System Manual

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Introduction

The BMMA Teacher Evaluation System

Primary Purposes:

- Optimize student learning and growth
- Improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness
- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Bella Mente Montessori Academy
- Provide a basis for instructional improvement through productive teacher performance appraisal and professional growth
- Implement a performance evaluation system that promotes collaboration between the teacher and evaluator to improve self-growth, instructional effectiveness, and improvement of overall job performance

Distinguishing Characteristics:

- A focus on the relationship between professional performance and improved learner academic achievement
- A procedure for conducting performance reviews that stresses accountability
- Promotes professional improvement, and increases the involvement of teachers in the evaluation process
- A support system for providing assistance when needed

The California Standards for the Teaching Profession

The BMMA Teacher Evaluation System is grounded in the California Standards for the Teaching Profession.

They are specifically referenced in the following system documents:

- Goal(s) Setting for Student Progress Form
- Observation Form
- Mid-Year Teacher Evaluation
- Summative Evaluation
- Performance Improvement Plan



California Standards for the Teaching Profession

<p>ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</p>	<p>CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENTS LEARNING</p>
<p>1.1 Connecting learning to students' prior knowledge, life experiences, and interests with learning goals 1.2 Using a variety of instructional strategies, and resources, to respond to students' diverse needs 1.3 Facilitating learning experiences that promote autonomy, interaction, and choice 1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful 1.5 Promoting self-directed, reflective learning for all students</p>	<p>2.1 Creating a physical environment that engages all students 2.2 Establishing a climate that promotes fairness and respect 2.3 Promoting social development and group responsibility 2.4 Establishing and maintaining standards for student behavior 2.5 Planning and implementing classroom procedures and routines that support student learning 2.6 Using instructional time effectively</p>
<p>UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</p>	<p>PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</p>
<p>3.1 Demonstrating knowledge of subject matter content and student development 3.2 Organizing curriculum to support student understanding of subject matter 3.3 Interrelating ideas and information within and across subject matter areas 3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter 3.5 Using material, resources, and technologies to make subject matter accessible to all students.</p>	<p>4.1 Drawing on and valuing students' backgrounds, interests and developmental learning needs to plan instruction 4.2 Establishing and articulating goals for student learning 4.3 Developing and sequencing instructional activities and materials for student learning 4.4 Designing short-term and long-term plans to foster student learning 4.5 Modifying instructional plans to adjust for student needs</p>
<p>ASSESSING STUDENT LEARNING</p>	<p>DEVELOPING AS A PROFESSIONAL EDUCATOR</p>
<p>5.1 Establishing and communicating learning goals for all students 5.2 Collecting and using multiple sources of information to assess student learning 5.3 Involving and guiding all students in assessing their own learning 5.4 Using the results of assessments to guide instruction 5.5 Communicating with students, families, and other audiences about student progress</p>	<p>6.1 Reflecting on teaching practice and planning professional development 6.2 Establishing professional goals and pursuing opportunities to grow professionally 6.3 Working with communities to improve professional practice 6.4 Working with families to improve professional practice 6.5 Working with colleagues to improve professional practice 6.6 Balances professional responsibilities and maintains motivation</p>



Evaluation Process

All teachers in Bella Mente Montessori Academy will be evaluated pursuant to the guidelines in the Teacher Evaluation System Manual. All evaluations are to be completed by June 15 and submitted to the Human Resources Department by June 30. Page 8 details the evaluation schedule.

“New teachers” are defined as those in their first or second year of employment in their current position at BMMA. This also includes all in-house substitutes. “New teachers” will be observed a minimum of twice their first year. One of these observations will occur prior to December 1 and the other by March 15.

Additionally, “new teachers” will receive a mid-year review using the Mid-year Teacher Evaluation form (Page 19). “New teachers” will receive an end-of-year evaluation using the Summative Evaluation form (Page 21).

“Continuing teachers” who are “on year” will be observed a minimum of once a year by March 15. They *may* receive a mid-year review using the Mid-year Teacher Evaluation Form. “On year” teachers will receive an end-of-year evaluation using the Summative Evaluation form (Page 21).

At the end of an evaluation cycle, the evaluator submits copies of the Goal(s) Setting for Student Progress Form, Formal Observation Form(s), the Mid-year Teacher Evaluation Form (as appropriate) and the Summative Evaluation to Human Resources.

If non-renewal of a teacher is anticipated, the evaluation and related conference ideally occurs by February 15. The evaluator submits the signed Summative Teacher Evaluation to the Human Resource Department within 10 calendar days of completing the conference.

All teachers will submit and conference with their evaluator regarding a completed Goal(s) Setting for Student Progress Form at the beginning and end of the year annually. Best practice indicates this be completed within the first six(6) weeks of school. Page 9 offers resources for writing and reviewing these goals.

Prior to the first week of school or within five school days of being hired, teachers will be notified regarding the timelines and expectations of the Teacher Evaluation System as it is assigned to them in the current academic year.

Evaluation System

Goal(s) Setting for Student Progress

Depending on grade level, content area, and student achievement, appropriate measures of learner performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers set goals for improving student progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.

The purpose of the goal setting process is improving instruction. This process is based on identifying student achievement goals, determining baseline performance, and developing strategies for improvement and assessing results. Resources for goal setting are available on page 9.

Observations

Classroom observations are a useful way to collect information on teacher performance. Classroom observations are one component of the Teacher Evaluation System. Observations may take on a variety of forms and can be conducted in a variety of settings ranging from quick, drop-by classroom visits to formal, preplanned observations. Observations may include formal, informal, and walkthrough, among others. It is important to obtain a representative sampling of performance observations through regular classroom visits. Formal Observations and informal observations data focus on specific, factual descriptions of performance. Informal observation feedback may be provided to the teacher either verbally or in writing.

Formal Observations

During a Formal Observation, the evaluator conducts the observation of a teacher presenting a lesson or interacting with students. The Formal Observation may be scheduled or spontaneous. The evaluator may use the Formal Observation Form as one source of information to determine whether a teacher is meeting expectations for performance standards. A formal observation should last at least **thirty minutes**. The evaluator has the right to make a Formal Observation at any time. Best practice suggests scheduled observations include a lesson plan submitted at least the day before the observation. The format for the lesson plan is at the discretion of the evaluator/observer.

Formal Observations may be conducted by school administrators and designees, central office administrators, instructional specialists, or other outside agencies. After each Formal Observation, a post-conference will be held within 5 business days using



the Observation Form (Page 18). After each Formal Observation, one copy of the Observation Form will be given to the teacher and one copy will be maintained by the Principal. A key difference between the Formal Observation and informal observations is the Observation Form.

Informal Observations

Informal observations are intended to provide more frequent information and feedback on a wide variety of contributions made by teachers in the classroom or to the school community as a whole. Evaluators are encouraged to conduct informal observations at various times throughout the evaluation cycle. These informal observations typically are less structured than formal observations and are not documented on the Observation Form. Informal observations may include observing instruction for a short duration as well as observing work in non-classroom settings. For example, an informal observation may include briefly visiting a classroom or observing a teacher participating in a faculty meeting or committee meeting.

Mid-Year Evaluation

Teachers in their first or second year of employment in their current position at BMMA will conference with their evaluator regarding the students' progress of goals. The essence of this conference will be documented on the Mid-year Teacher Evaluation form (Page 19). At the evaluators/administrator's discretion, "Continuing on-year teachers" *may* participate in the same process using the same documentation.

Summative Evaluations

All "new teachers", "on-year teachers" and teachers on an assistance plan will conference with the evaluator regarding their progress before June 15. The Goal(s) Setting for Student Progress Form, Observation Form(s) and other relevant documents will be used in this process.

The CSTP and Data Sources

Some performance standards are better documented through observations with the support of other data sources. Others are better suited to review of other data sources.

Standard	Goal(s) SSP	Observations
1. Engaging and Supporting Students	✓	✓
2. Effective Learning Environments	✓	✓
3. Understanding Subject Matter	✓	3.1
4. Planning Instruction	✓	Lesson Plans
5. Assessing Students for Learning	✓	Student Work
6. Developing as a Professional	✓	

Evaluation Schedule Chart

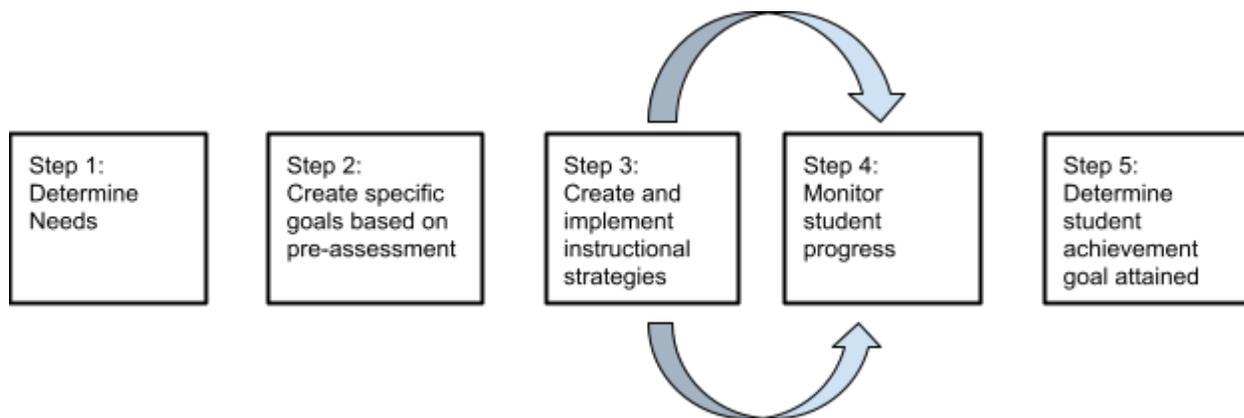
Timeline	Task	Document	Page(s)
Before the first day of school or within 5 school days of hiring	Inform teachers regarding the expectations for evaluation	<u>Teacher Evaluation System</u>	all
By October 15	Establish student progress goals.	Goal Setting for Student Progress Form	9 - 12
Before the end of 1st Semester	1st Formal Observation of all “new teachers” Mid-Year feedback	Observation Form Mid-Year Evaluation Form	19 - 20
Mid-Year	Mid-year review of student progress goals for new and “on-year” teachers Mid-Year Evaluations	Goal(s) Setting for Student Progress Form (mid-year section) Observation Form Mid-Year Evaluation Form	9 - 12 18 19 - 20
By March 15	2nd “new teacher” Formal Observations	Formal Observation Form	18
By June 5	End-of-year review of Goal(s) Setting for Student Progress	Goal(s) Setting for Student Progress Form (end-of-year section) Formal Observation Form	9 - 12 18
By June 15	Summative Evaluation	Summative Evaluation form	21 - 22
By June 30	Submission of Summative Evaluation documentation to Human Resources	Summative Evaluation form, Goal(s) Setting for Student Progress Form, Observation Form(s), and Mid-Year Evaluation Forms (as appropriate)	21-22,9-12, 18, 19-20

NOTE: All forms are available to be completed electronically.

Resources

Goal(s) Setting for Student Progress

Student achievement goal setting involves several steps, beginning with knowing where students are in relation to what is expected of them. Then, teachers can set specific, measurable goals based on both the demands of the curriculum and the needs of the students. The next part of the process is recursive in that the teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher makes adjustments to the teaching and learning strategies. Finally, a determination is made regarding student learning for a specific period of time. The figure below depicts these steps.



Establishing Goals:

Each teacher, using the results of an initial assessment, sets annual goals for improving student achievement. The evaluator and the teacher meet to discuss data from the initial assessment and review the goals. Goals should be customized for the teaching assignment and for the individual learners. The Goal(s) Setting for Student Progress Form will be used for developing and assessing the annual goal. Student progress goals measure where the students are at the beginning of the year, mid-year, end of the year, and growth over time.

Appropriate measures of student learning gains differ substantially based on the learners' grade level, content area, and ability level. The following measurement tools are appropriate for assessing student progress:

- criterion-referenced tests,
- norm-referenced tests,
- standardized achievement tests,
- BMMA mid-year/common/benchmark assessments, and
- authentic measures (e.g., learner portfolio, recitation, performance).



In addition to teacher-generated measures of student performance gains, evaluators may conduct school-wide reviews of test data to identify patterns in the instructional program. Such reports are useful for documenting student gains and for making comparisons.

Teachers complete a draft of their goals and meet with their evaluators to review data from performance measures and discuss the proposed goal by October 15. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART is a useful way to self-assess a goal's feasibility and worth.

- Specific:** The goal is focused, for example, by content area, by learners' needs.
Measurable: An appropriate instrument/measure is selected to assess the goal.
Appropriate: The goal is within the teacher's control to effect change.
Realistic: The goal is feasible for the teacher.
Time limited: The goal is contained within a single school year.

The following describes the sections of the Goal Setting for Student Progress Form.

- I. **Setting:** Describe the population and special learning circumstances.
- II. **Identify the content area:** The area/topic addressed based on learner achievement, data analysis, or observational data.
- III. **Baseline Data:** Determine the learners' baseline data using the following process:
 - Collect and review data.
 - Analyze and interpret data.
 - Determine needs
- IV. **Goal Statement:** Describe what you want learners/program to accomplish.
- V. **Means for Attaining Goal:** Strategies to accomplish goal(s).



Goal(s) Setting for Student Progress Form

Teacher's Name: _____ Date: _____

Evaluator's Name: _____

Grade Level/Subject: _____ School Year: _____

Initial Goal Submission (due to the evaluator within first 6 weeks of school)

I. Setting (Describe the population and learning circumstances)		
II. Content/Subject/Field Area		
III. Baseline Data (What is shown by the current data?)	Data attached	
IV. Goal Statement (Describe what you want the learners/program to accomplish)		
V. Means for Attaining Goal (Strategies used to accomplish the goal)		
Strategy	Evidence	Target Date

The Goal(s) Setting for Student Progress process involves most of the California Standards for the Teaching Profession, especially Standards 3, 4, 5, and 6.1-3. Approval of Goal(s)

This section to be completed by the Evaluator: Use the following rubric to determine whether the goal is a rigorous goal that meets the SMART criteria. Provide a rating by checking the appropriate box in the rubric below.



Goal Setting Rubric

Exemplary	Proficient	Developing/ Needs Improvement	Unacceptable
Student learning and academic achievement goals are rigorous, attainable and reflect extraordinary growth beyond expectations during the course or school year	Student learning and academic achievement goals are rigorous, attainable and reflect acceptable growth during the course or school year	Not Applicable CANNOT MOVE FORWARD Student learning and academic achievement goals are related to identified student needs, but S.M.A.R.T. process needs refining.	Not Applicable CANNOT MOVE FORWARD Student learning and academic achievement goals are unrelated to identified student needs.

Feedback on Goal

Strengths:

Areas for Improvement*:

Next Steps:

Revisions Needed: Revise Goal Using Suggestions Provided Above and Re-submit by **10/30**

Revisions Not Needed at this Time: Continue with Goal Setting Process

Sign form after feedback has been provided from evaluator and/or goal has been revised.

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

***Comments are required if areas of improvement are noted.**

Improving Teacher Performance

Supporting teachers is essential to the success of schools. Many resources are needed to assist teachers in growing professionally. Sometimes additional support is required to help teachers develop so that they can meet performance standards.

Two tools are suggested below to be used at the discretion of the evaluator. The first is Support Dialogue, a school-level discussion between the evaluator and the teacher. It is a conversation about performance to address specific needs. The second is the Performance Improvement Plan, a more formal structure used for notifying a teacher of “unacceptable” performance. Both tools may be used for all teachers. The tools may be used independently of one another.

	Support Dialogue	Performance Improvement Plan
Purpose	For teachers who need additional support. These teachers attempt to fulfill the standard, but are often ineffective.	For teachers whose work is unacceptable.
Initiates Processes	Evaluator or Teacher	Evaluator
Documentation	Form provided: None Memo or other record of the discussion/other forms of documentation at the building/worksite level	Form required: Performance Improvement Plan Building/Worksite Level Human Resource Department is notified
Outcomes	<ul style="list-style-type: none"> • Performance improves to proficient – no more support • Some progress – continued support • Little or no progress – the employee may be moved to a Performance Improvement Plan. 	<ul style="list-style-type: none"> • Sufficient improvement – recommendation to continue employment • Inadequate improvement – recommendation to non-renew or dismiss the employee



Support Dialogue:

The Support Dialogue is initiated by evaluators or teachers at any point during the school year for use with personnel whose professional practice would benefit from additional support. A teacher could request a support dialogue. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. During the initial session, both parties share what each will do to support the teacher's growth and decide when to meet again. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and teacher meet again to discuss the impact of the changes. The entire Support Dialogue process is intended to be completed within a predetermined time period as it offers targeted support.

The desired outcome would be that the teacher's practice has improved to a proficient level. In the event that improvements in performance are still needed, the evaluator makes a determination to either extend the time of the support dialogue because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee must be placed on a Performance Improvement Plan. Once placed on a Performance Improvement Plan, the employee will have a predetermined time period to demonstrate that the identified deficiencies have been corrected.

Sample Prompts for the Initial Conversation

What challenges have you encountered in addressing (specific concern)?

What have you tried to address (specific concern)?

What support may I or others at the school/worksite provide you?

Sample Prompts for the Follow-Up Conversation

Last time we met, we talked about (specific concern). What has gone well?

Performance Improvement Plan:

A Performance Improvement Plan (page 16) is designed to use targeted supervision and additional resources to support a teacher in addressing areas of concern. It may be used by an evaluator at any point during the year for any teacher whose professional practice requires additional support.

A teacher who receives two or more "Not Evident" ratings on an Mid-year Teacher Evaluation will be placed on a Performance Improvement Plan. Additionally, a Performance Improvement Plan will be required if either of the following ratings is given on a Summative Evaluation:

- a rating of "Developing/Needs Improvement" on **two or more** performance standards, or



- a rating of “Unacceptable” on **one or more** performance standards or an overall rating of “Unacceptable.”

Implementation of Performance Improvement Plan

When a teacher is placed on a Performance Improvement Plan, the evaluator must:

- provide written notification to the teacher of the area(s) of concern that need(s) to be addressed;
- provide and review performance data including observations;
- formulate a Performance Improvement Plan in collaboration with the teacher to include established benchmarks;
- review progress made on the Performance Improvement Plan according to the established benchmarks; and,
- review the results of the Performance Improvement Plan with the teacher immediately following the predetermined time period.

Assistance may include:

- support from a professional peer, supervisor, or instructional specialist;
- conferences, classes, and workshops on specific topics; and/or
- other resources to be identified.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the teacher to review the results of the Performance Improvement Plan. The options for a final recommendation are:

- Sufficient improvement has been achieved; the teacher is no longer on a Performance Improvement Plan and is rated “Proficient.”
- Partial improvement has been achieved but more improvement is needed; the teacher remains on a Performance Improvement Plan and is rated “Developing/Needs Improvement.”
- Little or no improvement has been achieved; the teacher is rated “Unacceptable.”

When a teacher is rated “Unacceptable,” the teacher may be recommended for dismissal. If not recommended for dismissal, a new improvement plan will be implemented.

Request for Review of an “Unacceptable” Rating

The teacher may request a review of the evidence in relation to an “Unacceptable” rating as a result of a Performance Improvement Plan. This request for a review must be submitted to the next supervisory level within 5 business days.



Performance Improvement Plan

Teacher's Name: _____

Evaluator's Name: _____

Grade Level/Subject: _____ **School Year:** _____

Probationary Period: from _____ to _____

CSTP(s)	Performance Concerns	Resources/Assistance Provided	Activities/Dates to be Completed

Scheduled Meeting Dates:

Action Steps: On an attached page list

- 1) specific expectations
- 2) improvement steps
- 3) a timeline for completion
- 4) the means of assessment for each Performance Concern



Performance Improvement Plan Assessment:

Current Status of Performance Concern	Recommendation(s)	Review Dates

Recommendation based on Performance Improvement Plan Assessment:

- Sufficient improvement has been achieved; the teacher is no longer on a Performance Improvement Plan and is rated “Proficient.”
- Partial improvement has been achieved, but more improvement is needed; the teacher remains on a Performance Improvement Plan and is rated “Developing/Needs Improvement.”
- Little or no improvement has been achieved; the teacher is rated “Unacceptable.”

_____/_____
 Evaluator’s Signature Date Reviewed

_____/_____
 Teacher’s Signature Date Reviewed

Signature denotes the review occurred, not necessarily agreement with the final recommendation



Formal Observation Form

Teacher's Name: _____ **Date/Time:** _____

Evaluator's Name: _____

Grade Level/Subject: _____ **School Year:** _____

General Observation Report:

Observations Specific to California Standards for the Teaching Profession:*

Engaging and Supporting All Students in Learning

Creating and Maintaining Effective Environments for Student Learning

Understanding and Organizing Subject Matter for Student Learning

*(reference p. 4, CSTP elements)

Additional Comments:

_____/_____

Evaluator's Signature Date Reviewed

_____/_____

Teacher's Signature Date Reviewed



Mid-Year Teacher Evaluation

Teacher's Name: _____ Date/Time: _____

Evaluator's Name: _____

Grade Level/Subject: _____ School Year: _____

Documentation Reviewed:

- Goal(s) Setting Form
- Student Work
- Student Achievement Data
- Observation Form(s)
- Other _____

Evaluators note strengths/concerns in each California Standards for the Teaching Profession:

1. Engaging and Supporting All Students in Learning

2. Creating and Maintaining Effective Environments for Student Learning

3. Understanding and Organizing Subject Matter for Student Learning

4. Planning Instruction and Designing Learning Experiences for All Students

5. Assessing Students for Learning

6. Developing as a Professional Educator



Performance Rating Scale

Select One:

- Exemplary:** Teacher maintains performance, accomplishments and behaviors that consistently surpass the established standard.
- Proficient:** Teacher meets the standard in a manner consistent with the school's mission and goals.
- Developing/Needs Improvement:** Teacher performs below the established standard or in a manner inconsistent with the school's mission and goals.
- Unacceptable:** Teacher consistently performs below the established standard or in a manner inconsistent with the school's mission and goals.

Commendations:

Areas Noted for Improvement:

Teacher Improvement Goals:

_____ / _____

Evaluator's Signature

Date Reviewed

_____ / _____

Teacher's Signature Date Reviewed



Summative Evaluation

Teacher's Name: _____ Date/Time: _____

Evaluator's Name: _____

Grade Level/Subject: _____ School Year: _____

Documentation Reviewed:

- Goal(s) Setting Form
- Student Work
- Student Achievement Data
- Observation Form(s)
- Other _____

Note strengths/concerns in each California Standards for the Teaching Profession:

1. Engaging and Supporting All Students in Learning

2. Creating and Maintaining Effective Environments for Student Learning

3. Understanding and Organizing Subject Matter for Student Learning

4. Planning Instruction and Designing Learning Experiences for All Students

5. Assessing Students for Learning

6. Developing as a Professional Educator



Performance Rating Scale: Use the following rating for the end-of- year rating:

- Exemplary:** Teacher maintains performance, accomplishments and behaviors that consistently surpass the established standard.
- Proficient:** Teacher meets the standard in a manner consistent with the school’s mission and goals.
- Developing/Needs Improvement:** Teacher performs below the established standard or in a manner inconsistent with the school’s mission and goals.
- Unacceptable:** Teacher consistently performs below the established standard or in a manner inconsistent with the school’s mission and goals.

Recommendation:

- Recommended for continued employment.
- Recommended for placement on a *Performance Improvement Plan*.
- Recommended for placement on a second *Performance Improvement Plan*. (The teacher was rated unacceptable on the first Performance Improvement Plan.)
- Recommended for Dismissal/Non-renewal

Commendations:

Areas Noted for Improvement:

Teacher Improvement Goals:

_____ / _____
 Evaluator’s Signature Date Reviewed

_____ / _____
 Teacher’s Signature Date Reviewed

Teachers receive a copy of this form. This form is due to the Human Resources Department by June 30.



GENERAL PERFORMANCE IMPROVEMENT PLAN (PIP)

Employee:	Date of Initial Meeting:
Job Title:	Supervisor:
Location:	Department:

FOLLOW UP DATES	30 Day Follow Up	60 Day Follow Up	90 Day Follow Up

The purpose of this document is to clearly articulate expectations related to your performance in your job and provide support for you to meet these expectations. Your employment is “at will”. You and your supervisor will review the contents of this PIP for you to understand the corrective action(s) required on an immediate and sustained basis. The potential consequences for non-compliance may result in the termination of your employment. You have either received previous Verbal Counseling and/or Written Warning(s) pertaining to the violations checked below, or you violated provisions of the Employee Handbook and/or aspects of your job description as noted below which resulted in the generation of this PIP.

Violations of Employee Handbook Policies:

<input type="checkbox"/>	Harassment – page 7	<input type="checkbox"/>	Staff/Student Relations – page 24
<input type="checkbox"/>	Conflicts of Interest – page 20	<input type="checkbox"/>	Workplace Violence – page 4
<input type="checkbox"/>	Unauthorized Overtime – page 14	<input type="checkbox"/>	Drug-Free Workplace – page 31
<input type="checkbox"/>	Meal/Rest Break– page 15	<input type="checkbox"/>	Social Media – page 42
<input type="checkbox"/>	Timekeeping – page 18	<input type="checkbox"/>	Standards of Conduct – page 22
<input type="checkbox"/>	Paid Time Off – page 54	<input type="checkbox"/>	Electronic Comm – page 39
<input type="checkbox"/>	Punctuality & Attendance – page 34	<input type="checkbox"/>	Prohibited Conduct – page 22
<input type="checkbox"/>	Personal Appearance/Conduct – page 22 & 35	<input type="checkbox"/>	Computer Usage & Privacy – page 38
<input type="checkbox"/>	Other: _____	<input type="checkbox"/>	Other: _____

Violations of Job Description Essential Functions/Duties/Responsibilities (describe/list below):

<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____

TASKS, SKILLS OR BEHAVIOR

The tasks, skills and/or behaviors below represent the area(s) in your performance that require immediate and sustained improvement.



TASK, SKILL OR BEHAVIOR Describe the specific task, skill or behavior that does not meet expectations
CURRENT PERFORMANCE Describe specific current performance. Give examples and use dates, numbers and/or other tangible metrics or data points.
EXPECTED PERFORMANCE Describe the specific performance expectations for this task or skill

TRAINING/SUPPORT PROVIDED OR NEEDED	
Supervisor Suggestions:	Employee Suggestions:
Agreed-Upon Next Steps:	

ACKNOWLEDGMENT OF INITIAL CONVERSATION	
Employee Signature:	Date:
Supervisor Signature:	Date:
Witness Signature:	Date:

30 day Follow Up – Observed Performance	30 day Follow Up - Comments
Employee Signature: _____ Date: _____	
Supervisor Signature: _____ Date: _____	
Witness Signature: _____ Date: _____	



60 day Follow Up – Observed Performance	60 day Follow Up - Comments
Employee Signature: _____ Date: _____	
Supervisor Signature: _____ Date: _____	
Witness Signature: _____ Date: _____	

90 day Follow Up – Observed Performance	90 day Follow Up - Comments
Employee Signature: _____ Date: _____	
Supervisor Signature: _____ Date: _____	
Witness Signature: _____ Date: _____	

OUTCOME	
<input type="checkbox"/> Successfully completed	
<input type="checkbox"/> Not successful	
<input type="checkbox"/> Extended to: _____	
Comments:	
Employee Signature:	Date:
Supervisor Signature:	Date:
Witness Signature:	Date:



NOTICE OF: VERBAL COUNSELING WRITTEN WARNING

Employee:	Date:
Job Title:	Supervisor:
Location:	Department:

This disciplinary action is being taken for the following reasons:

Violations of Employee Handbook Policies:

<input type="checkbox"/>	Harassment – page 7	<input type="checkbox"/>	Staff/Student Relations – page 24
<input type="checkbox"/>	Conflicts of Interest – page 20	<input type="checkbox"/>	Workplace Violence – page 4
<input type="checkbox"/>	Unauthorized Overtime – page 14	<input type="checkbox"/>	Drug-Free Workplace – page 31
<input type="checkbox"/>	Meal/Rest Break– page 15	<input type="checkbox"/>	Social Media – page 42
<input type="checkbox"/>	Timekeeping – page 18	<input type="checkbox"/>	Standards of Conduct – page 22
<input type="checkbox"/>	Paid Time Off – page 54	<input type="checkbox"/>	Electronic Comm – page 39
<input type="checkbox"/>	Punctuality & Attendance – page 34	<input type="checkbox"/>	Prohibited Conduct – page 22
<input type="checkbox"/>	Personal Appearance/Conduct – page 22 & 35	<input type="checkbox"/>	Computer Usage & Privacy – page 38
<input type="checkbox"/>	Other: _____	<input type="checkbox"/>	Other: _____

Violations of Job Description Essential Functions/Duties/Responsibilities (describe/list below):

<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____

Explanation and/or details of infraction (attach additional pages if needed):

There must be immediate and sustained improvement as follows:

I understand my employment remains at will. The above has been discussed with me by my supervisor. I understand the contents and acknowledge and understand the corrective action required. I also acknowledge and understand the potential consequences of non-compliance which may include further disciplinary action including termination. I understand my signature does not indicate agreement and that refusal to sign will not invalidate this disciplinary action.

Signatures:

Employee: _____	Date: _____
Supervisor: _____	Date: _____
Witness: _____	Date: _____

Definitions

For purposes of this evaluation process, the following terms are defined below:

Evaluatee: Person being evaluated.

Evaluation: The annual overall end-of-year evaluation as documented on the Teacher Performance Report.

Evaluator: The evaluator for teachers will be the principal or designee serving in an administrative capacity.

Evidence: Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given performance standard.

Formal Observation: An observation of the performance of the teacher in his/her specific professional assignment.

Goal(s) Setting for Student Progress: Provides a set of steps on how to accomplish a specific skill or task. Setting goals not only helps students, but helps teachers monitor progress and accomplish skills and tasks with students.

Informal Observation: An observation that is used to supplement the Formal Observations.

Observation: Direct classroom observation as a useful way to collect information on teacher performance.

Observer: One who observes the instructional process and setting. Observers may be school administrators and designees, division academic supervisors, and/or instructional specialists.

Performance Improvement Plan: A step-by-step action plan that is developed to help improve an employee's performance. The plan is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources.

Performance Rating Scale: The rating scale used for determining evaluation rating. See Summative Teacher Evaluation

SMART Goals: Goals are Specific, Measurable, Appropriate, Realistic, and Time Limited.



Support Dialogue: A school-level discussion between the evaluator and the teacher. It is an optional process to promote conversation about performance in order to address specific needs or desired areas for professional growth.

Mid-Year Teacher Evaluation: A mid-year review, designed to provide systematic feedback for instructional growth prior to the completion of the end-of-year evaluation.