

Effective evaluation systems recognize, promote and help develop effective and successful educators. Therefore, Wendell School District No. 232 adopts this policy for certificated staff performance evaluations to ensure that all certificated personnel are evaluated fairly and consistently. Multiple measures are utilized in which the evaluation criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson Framework for Teaching Second Edition domains and components of instruction.

## **DEFINITIONS**

For the purposes of this policy, the following definitions apply:

“Certificated instructional employees,” also referred to as teachers, are those employees who are currently teaching in an Idaho K-12 classroom/school and hold a valid Idaho certificate.

“Certificated non-instructional employees” are those individuals who are required to hold a certificate, but do not meet the definition of instructional employees. Certificated noninstructional employees include those individuals who hold pupil personnel certificates.

“Measurable student achievement” means the measurement of student academic achievement or growth within a given interval of instruction for those students who have been enrolled in and attended eighty percent (80%) of the interval of instruction. Measures and targets shall be chosen at the district level or school level in collaboration with the staff member impacted by the measures and applicable district staff. Assessment tools that may be used for measuring student achievement and growth include:

- (a) Idaho standards achievement test;
- (b) Student learning objectives;
- (c) Formative assessments;
- (d) Teacher-constructed assessments of student growth;
- (e) Pre- and post-tests;
- (f) Performance-based assessments;
- (g) Idaho reading indicator;
- (h) College entrance exams or preliminary college entrance exams such as PSAT, SAT and ACT;
- (i) District-adopted assessment;
- (j) End-of-course exams;
- (k) Advanced placement exams; and
- (l) Career technical exams.

“Pupil personnel certificate holders” are those individuals who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists.

### **PURPOSE OF EVALUATIONS**

The purpose for conducting employee evaluations is to improve student achievement by supporting teacher development. Evaluations assist in identifying employee strengths and weaknesses while providing direction and support for continued learning and professional development. Evaluations may also be used to document areas of improvement and to make decisions regarding personnel actions.

### **EVALUATOR**

The Superintendent or designee will be responsible for evaluating certificated instructional staff and pupil personnel performance. All individuals responsible for evaluating certificated instructional staff and pupil personnel performance will receive training in conducting observations and evaluating effective teacher performance. Such individuals will be required to demonstrate proficiency in conducting evaluations by passing an assessment approved by the Idaho State Department of Education (SDE) prior to September 1, 2018. The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five (5) years of conducting any evaluations.

### **EVALUATION CRITERIA**

The professional practice standards used in the evaluation model shall be aligned with minimum State standards and based on Charlotte Danielson Framework for Teaching Second Edition. At least one (1) documented summative evaluation must include a rating for all components of the applicable professional standards used for evaluation of certified personnel. Evaluations shall be differentiated for non-instructional employees and aligned to the pupil service staff's applicable national standards. Individual domain and component ratings shall be determined based on a combination of professional practice and student achievement and, at a minimum, will include:

1. Domain 1: Planning and Preparation
  - a. Demonstrating knowledge of content and pedagogy.
  - b. Demonstrating knowledge of students.
  - c. Setting instructional outcomes.
  - d. Demonstrating knowledge of resources.
  - e. Designing coherent instruction.
  - f. Designing student assessments.
  
2. Domain 2: The Classroom Environment
  - a. Creating an environment of respect and rapport.
  - b. Establishing a culture for learning.
  - c. Managing classroom procedures.
  - d. Managing student behavior.
  - e. Organizing physical space.

## **Certificated Employee Evaluations—*continued***

---

3. Domain 3: Instruction and Use of Assessment
  - a. Communicating with students.
  - b. Using questions and discussion techniques.
  - c. Engaging students in learning.
  - d. Using assessment in instruction.
  - e. Demonstrating flexibility and responsiveness.
  
4. Domain 4: Professional Responsibilities
  - a. Reflecting on teaching.
  - b. Maintaining accurate records.
  - c. Communicating with families.
  - d. Participating in a professional community.
  - e. Growing and developing professionally.
  - f. Showing professionalism.

### **MEASURES/SOURCES OF DATA**

#### **Professional Practice - Majority of the Evaluation Ratings**

At least a majority of the evaluation rating in the evaluation for all certificated instructional employees will consist of evaluation results based on Professional Practice standards and will be aligned to the Charlotte Danielson Framework for Teaching Second Edition domains and components. For Wendell School District #232, 80% of the evaluation shall be the Professional Practice portion of the evaluation. The Professional Practice portion for instructional staff will also include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year. In situations where certificated personnel are unavailable for two (2) documented classroom observations, due to situations such as long-term illness, late year hire, etc., one (1) documented classroom observation is acceptable. At least one of the following measures will be included to inform the Professional Practice portion of all certificated instructional employee evaluations:

1. Parent/guardian input;
2. Student input; and/or
3. Portfolios.

#### **Student Achievement - Part of the Evaluation Ratings**

Instructional staff evaluations will include “measurable student achievement,” as defined in this policy [Section 33-1001, Idaho Code, Subsection 12], as applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations must include measurable student achievement or student success indicators, as defined in this policy [Section 33-1001, Idaho Code, Subsection 12], as applicable to the position. This portion of the evaluation may be calculated using current and/or the immediate past years’ data and may use one (1) year or multiple years’ both year’s data. The Student Achievement part of the teacher evaluation will make up 20% of the evaluation.

## **Certificated Employee Evaluations—*continued***

---

### **Professional Practice** (Charlotte Danielson Framework for Teaching)

Domain 1 Planning and Preparation	20%
Domain 2 The Classroom Environment	20%
Domain 3 Instruction and Use of Assessment	20%
Domain 4 Professional Responsibilities	20%
<b>Student Achievement</b>	
Measureable student achievement	20%
<b>Total</b>	100%

### **EVALUATION PROCEDURES**

Prior to the start of the school year, the certificated instructional employee will fill out a selfassessment and create a professional growth plan. The self-assessment and professional growth plan will be submitted to the evaluator prior to beginning of the year conference. At the beginning of the year conference, the evaluator will review and discuss the employee's selfassessment and professional growth plan, previous student growth measures and expected student growth measures for the upcoming year, previous student achievement data, and parent/guardian input. The evaluator will notify the employee of factors that will be utilized in measuring effectiveness.

An Individual Professional Learning Plan is to be completed annually by all certificated employees. This plan, to be completed in collaboration with the evaluator, will focus and direct the certified employee's professional growth and based upon two to three goals with specific action plans.

Prior to January 1, the evaluator will conduct a documented observation and provide feedback on the employee's performance for the year thus far.

At the end of the year, the evaluator and employee will review and discuss the employee's professional growth plan and the achievement of set goals, student achievement data, and parent/guardian input. The evaluator will provide feedback on the employee's performance for the year and assign a final effectiveness rating.

No contract shall be issued for the next ensuing year until such time as the employee's formal written performance evaluation has been completed. All contract personnel shall be evaluated at least once annually no later than June 1 of each year.

### **COMMUNICATION OF RESULTS**

A copy of each written evaluation will be submitted to the certified employee within five (5) school days following the formal evaluation. The certified employee will have the opportunity to attach a response to his or her evaluation within twenty-one (21) calendar days. Certificated personnel evaluations will be considered permanent records and will be maintained in each employee's personnel file. All evaluation records will be kept confidential as required by state and federal law. The rankings of individual certificated personnel evaluations will be reported annually to SDE as required for state and federal reporting purposes.

### **PERSONNEL ACTIONS**

The following actions may result from the evaluation process if determined to be appropriate:

1. A letter of reprimand;
2. Renewal of employment contract;
3. A period of probation;
4. Reassignment;
5. Immediate discharge;
6. Renewal of the employment contract under a continued probationary status; and/or
7. Non-renewal of employment contract.

A letter of reprimand may be issued at any time, with or without a formal evaluation. Any recommendation to place an employee on a period of probation, discharge the employee immediately, discharge the employee upon termination of the current contract, or reemploy the employee at the end of the contract term under a continued probationary status contract must be approved by the board of trustees.

Any instructional staff employee or any pupil service staff will receive mentoring as outlined in such employee's individualized professional learning plan (IPLP) during the initial three (3) years of holding an Idaho professional endorsement certificate. The employee's IPLP shall be developed in conjunction with the employee's school district supervisor.

Nothing in this policy shall be read to impact the district's right to immediately, without an evaluation or period of probation, discipline an employee up to and including immediate discharge for reasons other than unsatisfactory performance.

### **PROBATION**

The district is not required to establish a period of probation for Category 1 or Category 2 employees whose performance is unsatisfactory.

When any Category 3 employee's work is found to be unsatisfactory, a defined period of probation of not less than eight (8) weeks will be established by the board.

For renewable contract employees, the board will establish a reasonable period of probation before determining that it will not renew a contract due to a report of unsatisfactory performance. The period of probation will not affect the employee's renewable contract status.

Notwithstanding the open meeting law, the board will make decisions regarding placing a certificated employee on probation in executive session. The individual on probation will not be named in the minutes of the meeting, but a record of the board's decision will be placed in the employee's personnel file.

Prior to the commencement of the probationary period, the board will provide written notice to the employee, stating the reasons for the probation, including areas of deficiency, and the conditions of probation, including provisions for adequate supervision and evaluation of the

## **Certificated Employee Evaluations—*continued***

---

employee's performance during the probationary period.

After the probationary period, action will be taken by the board as to whether the employee is to be retained, immediately discharged, discharged upon termination of the current contract or reemployed at the end of the contract term under a continued probationary status.

### **REMEDICATION**

Employees placed on probation will receive remediation designed to provide direction and support for improved employee performance. Additionally, employees who are placed on probation may request and/or be assigned a peer mentor.

The evaluator will work with the employee to identify and address the areas of concern, the remediation objectives, the criterion that will be used to measure the progress sought, support resources, provisions for adequate supervision and evaluation of performance during the probationary period, and timelines. Removal from probation will depend on the successful achievement of the articulated goals.

During the probationary period, the evaluator will conduct additional observations as needed to ensure the effectiveness of the remediation measures on the employee's performance.

### **APPEAL**

When disagreement exists regarding the results of the evaluation, the affected employee is entitled to attach a rebuttal to his or her evaluation. The employee may also request an informal review of the evaluation and rebuttal statement by the superintendent.

An employee who is placed on probation, immediately discharged, or not reemployed is entitled to full due process rights as provided by Idaho Code Sections 33-513 through 33-515.

### **MONITORING AND EVALUATION**

The superintendent or designee is responsible for ensuring that the evaluation process is in compliance with state requirements and implemented consistently. *The superintendent or designee* will continually review and develop the district's personnel evaluation system taking into account input from trustees, administrators, teachers, and parents where appropriate. Any changes to the district's evaluation model will be approved by the board of trustees and submitted to the SDE for approval.

### **PROFESSIONAL DEVELOPMENT AND TRAINING**

The district will provide ongoing training for evaluators/administrators and teachers regarding the evaluation standards, tools, and processes. All individuals responsible for evaluating certificated instructional staff and pupil personnel performance will receive training in conducting observations and evaluating effective teacher performance.

Additional staff training and professional development opportunities will be provided throughout the year on an as needed basis to provide certificated instructional staff with the tools necessary

## **Certificated Employee Evaluations—*continued***

---

to be effective educators.

### **FUNDING**

Funding will be allotted in the annual budget for the ongoing training and professional development.

### **COLLECTING AND USING DATA**

Aggregate data will be considered part of this district's and its individual schools' needs assessment in determining professional development offerings. The district will report the rankings of individual certificated personnel evaluations to the SDE annually for state and federal reporting purposes.

### **INDIVIDUALIZED TEACHER EVALUATION RATING SYSTEM**

Evaluations will be used to identify employee proficiency and record professional growth over time. The individualized teacher rating system will have a minimum of three (3) rankings used to differentiate performance of teachers and pupil personnel certificate holders including:

- a. Unsatisfactory = 1 Little or no evidence of acceptable performance
- b. Basic = 2 Inconsistent performance
- c. Proficient = 3 Consistent, successful, professional, effective teaching
- d. Distinguished = 4 Among a distinguished community of learners, highly consistent, successful, professional, effective teaching



### **LEGAL REFERENCE:**

Idaho Code Sections

9-340, *et seq.* – Records Exempt from Disclosure

33-514 – Issuance of Annual Contracts

33-515 – Issuance of Renewable Contracts

33-518 – Employee Personnel Files

33-1001(12) – Definitions: “Measurable Student Achievement”

IDAPA – Rules Governing Uniformity

08.02.02.007 – Definitions

08.02.02.026 – Administrator Certificate

08.02.02.027 – Pupil Personnel Services Certificate

08.02.02.120 – Local District Evaluation Policy – Teacher and Pupil Personnel

Idaho Department of Education Guidelines found at: <http://www.sde.idaho.gov/site/teacherEval/>

**ADOPTED: October 17, 2017**

**AMENDED: January 16, 2018, September 18, 2018**

## Certificated Employee Evaluations—continued

### Student Growth Component of Teacher Evaluation

The district's objective in implementing the required Student Growth Component of Teacher Evaluation is to utilize objective measures of growth in student achievement that effectively benefit teachers as they prepare for engaging instruction that ensures adequate academic growth. This portion of teacher evaluation process comprises 20% of the total overall performance evaluation rating.

IRI	Grades K-3 Measure 1			
	4 Distinguished	3 Proficient	2 Basic	1 Area of Concern
Kindergarten-students scores on LSF from fall to spring	Average growth from fall to spring >29.73	Average growth from fall to spring 21.54 - 29.73	Average growth from fall to spring 17.43 - 21.53	Average growth from fall to spring <17.43
First Grade-students scores on CBM from fall to spring	Average growth from fall to spring >45.66	Average growth from fall to spring 33.07 - 45.66	Average growth from fall to spring 26.76 - 33.06	Average growth from fall to spring < 26.76
Second Grade-students scores on CBM from fall to spring	Average growth from fall to spring >48.00	Average growth from fall to spring 36.00-48.00	Average growth from fall to spring 29.00-35.99	Average growth from fall to spring <28.99
Third Grade-students scores on CBM from fall to spring	Average growth from fall to spring = or < 48.01	Average growth from fall to spring 36.00 – 48.00	Average growth from fall to spring 29.00 – 35.99	Average growth from fall to spring < 29.00

### Grade 4

During the month of September of each school year, grade level teams will analyze the previous spring ISAT results for their students. Teachers from specific grade levels will receive scores based upon the following rubric:

#### ISAT ELA and Math

4	3	2	1
Eight-twelve subgroups show growth (The whole subgroup's growth from spring to spring)	Six-seven subgroups show growth (The whole subgroup's growth from spring to spring)	Three- five subgroups show growth (The whole subgroup's growth from spring to spring)	Zero-two subgroups show growth (The whole subgroup's growth from spring to spring)

Subgroups for Wendell School District include Hispanic, LEP, Students with Disabilities, white, girl gender, and boy gender. (Twelve sub groups total with ELA and Math)



## Certificated Employee Evaluations—*continued*

### Grades 5-8

#### Measure 1

Pre and Post assessments indicate extensive growth as determined by the following rubric:

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>70% Student Growth from Pre Assessment to Post Assessment</b>	<b>50% Student Growth from Pre Assessment to Post Assessment</b>	<b>25% Student Growth from Pre Assessment to Post Assessment</b>	<b>10% Student Growth from Pre Assessment to Post Assessment</b>

### Grades 5- 8

#### Measure 2

#### ISAT ELA and Math

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Eight-twelve subgroups show growth (The whole subgroup's growth from spring to spring)	Six-seven subgroups show growth (The whole subgroup's growth from spring to spring)	Three- five subgroups show growth (The whole subgroup's growth from spring to spring)	Zero-two subgroups show growth (The whole subgroup's growth from spring to spring)

Subgroups for Wendell School District include Hispanic, LEP, Students with Disabilities, white, girl gender, and boy gender. (Twelve sub groups total with ELA and Math)

### Grades 9, 10, and 11

#### Measure 1

Pre and Post assessments indicate extensive growth as determined by the following rubric:

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>70% Student Growth from Pre Assessment to Post Assessment</b>	<b>50% Student Growth from Pre Assessment to Post Assessment</b>	<b>25% Student Growth from Pre Assessment to Post Assessment</b>	<b>10% Student Growth from Pre Assessment to Post Assessment</b>

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Eight-twelve subgroups show growth (The whole subgroup's growth from spring to spring)	Six-seven subgroups show growth (The whole subgroup's growth from spring to spring)	Three- five subgroups show growth (The whole subgroup's growth from spring to spring)	Zero-two subgroups show growth (The whole subgroup's growth from spring to spring)

Subgroups for Wendell School District include Hispanic, LEP, Students with Disabilities, white, girl gender, and boy gender. (Twelve sub groups total with ELA and Math)

**Certificated Employee Evaluations—continued**



**WENDELL SCHOOL DISTRICT #232**

**Summative Teacher Evaluation**

Teacher \_\_\_\_\_ Evaluator \_\_\_\_\_

Grade Level/Subject \_\_\_\_\_ School \_\_\_\_\_

Dates of Formal Observations \_\_\_\_\_

**Professional Practice – 80% of the Evaluation Results**

Domain	Points Possible	Points Received	% of Professional Practice Achieved	<b>Assigned Percentages</b>  Distinguished 68.8-80%  Proficient 45.6-68.75%  Basic 24.8-45.5%  Unsatisfactory 14-24.75%
Planning and Preparation	24			
The Classroom Environment	20			
Instruction and Use of Assessment	20			
Professional Responsibilities	24			
<b>Professional Practice Rating</b>	88		<b>#points/88 X 80%</b>	

Final Rating (Circle One): Distinguished Proficient Basic Unsatisfactory

**Student Achievement – 20% of the Evaluation Results**

Grade Level Measures	Points Possible	Points Received	% of Professional Practice Achieved	<b>Assigned Percentages</b>  Distinguished 17.2-20%  Proficient 11.4-17.15%  Basic 6.2-11.4%  Unsatisfactory 0-6.15%
<b>Total</b>				
<b>Student Achievement Rating</b>			Two measures #points/8 X 20% One Measure #points/4 X 20%	

Final Rating (Circle One): Distinguished Proficient Basic Unsatisfactory

**Summative Teacher Rating:** \_\_\_\_\_

**IPLP Completion Date** \_\_\_\_\_

**Teacher Signature** \_\_\_\_\_

*My signature above indicates that the contents of the evaluation have been reviewed with me. It does not necessarily indicate agreement with the findings. As per district policy, the employee may attach a statement to clarify or give additional information concerning this evaluation.*

<b>Summative Assigned Percentages</b>	
86-100%	Distinguished
57-85.9%	Proficient
31-56.9%	Basic
14-30.9%	Unsatisfactory

**Administrator Signature** \_\_\_\_\_

**WENDELL SCHOOL DISTRICT  
PARENT INPUT FORM**

I am sharing input about my experience with \_\_\_\_\_  
name of school staff member (teacher/counselor/etc.)

*Before you respond to the statements below, please indicate which of the following types of communication and involvement have occurred during this school year between you and the above named school staff member*

- |   |  |
|---|--|
| <input type="checkbox"/> I contacted them by phone                                | <input type="checkbox"/> I attended an open house                        |
| <input type="checkbox"/> I contacted them by handwritten note                     | <input type="checkbox"/> I visited or helped in the classroom            |
| <input type="checkbox"/> I contacted them by email                                | <input type="checkbox"/> I visited or helped at the school               |
| <input type="checkbox"/> They contacted me by phone                               | <input type="checkbox"/> I contacted the school when my child was absent |
| <input type="checkbox"/> They contacted me by handwritten note                    | <input type="checkbox"/> I signed and returned paperwork as needed       |
| <input type="checkbox"/> They contacted me by email                               | <input type="checkbox"/> I make use of Powerschool regularly             |
| <input type="checkbox"/> I attended Parent-Teacher or Student-Led Conference      | <input type="checkbox"/> Other (please specify):                         |
| <input type="checkbox"/> I attended school academic information meetings/sessions |  |
| <input type="checkbox"/> I attended other school or extracurricular activities    |  |

*For each of the following statements, check the box that best reflects your experience with this school staff member*

Excellent	Good	Fair	Poor	Not Observed
4	3	2	1	

**Communication:**

This employee is accessible and willing to listen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This employee contacts me promptly with concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expectations of my child are communicated and are clear and appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This employee explains the meaning of grades and how they were achieved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This employee communicates in a fair and respectful manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This employee gives feedback on assignments and tests on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Home Involvement:**

This employee makes suggestions about ways to help my child at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel welcomed by this employee to visit the classroom/school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This employee is responsive to information I provide about my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Aspects of My Child's Progress:**

This employee assigns homework that is clear and meaningful to my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This employee encourages my child to work hard to succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This employee shares my high expectations for my child's learning and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This employee maintains a classroom in which my child feels physically and emotionally safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Please check **one** :  The above responses are based on **my child's** interaction and experience with this employee  
 The above responses are based on **my personal** interactions and experience with this employee  
 The above responses are based on **BOTH** my own and my child's interactions and experience with this employee

What are the major strengths of this school staff member?

In which areas could improvement take place?

Comments:

Parent's Signature \_\_\_\_\_ Parent's Printed Name \_\_\_\_\_  
 ( Please note: only signed forms will be considered)

**Certificated Employee Evaluations—continued**

WENDELL SCHOOL DISTRICT						
FORMA DE OPINION PARA PADRES DE FAMILIA						
Estoy compartiendo la opinión de mi experiencia con _____						
nombre de miembro del personal escolar (maestro/consejero/etc.)						
<b>Antes de responder a las declaraciones a continuación, por favor indique cuál de los siguientes tipos de comunicación y participación han ocurrido durante este año escolar entre usted y el anterior miembro del personal escolar nombrado</b>						
<input type="checkbox"/>	Me puse en contacto con ellos por teléfono	<input type="checkbox"/>	Yo visite o ayude en el aula			
<input type="checkbox"/>	Me puse en contacto con ellos por nota escrita a mano	<input type="checkbox"/>	Yo visite o ayude en la escuela			
<input type="checkbox"/>	Me puse en contacto con ellos por correo electrónico	<input type="checkbox"/>	Me puse en contacto con la escuela cuando mi hijo/a estuvo ausente			
<input type="checkbox"/>	Ellos se pusieron en contacto conmigo por teléfono	<input type="checkbox"/>	Yo firme y regrese papeleo a la escuela cuando fue necesario			
<input type="checkbox"/>	Ellos se pusieron en contacto conmigo por nota escrita a mano	<input type="checkbox"/>	Hago uso de PowerSchool regularmente			
<input type="checkbox"/>	Ellos se pusieron en contacto conmigo por correo electrónico	<input type="checkbox"/>	Otro (por favor especifique):			
<input type="checkbox"/>	Yo asistí a reuniones/sesiones de información académicas escolares					
<input type="checkbox"/>	Yo asistí a otras actividades escolares o extraescolares					
<input type="checkbox"/>	Yo asistí a una Open House					
<input type="checkbox"/>	Yo asistí a Conferencias de Padres y Maestros o Conferencias Dirigidas por los Estudiantes					
<b>Para cada una de las siguientes afirmaciones, marque la casilla que mejor refleje su experiencia con este miembro del personal escolar</b>		Excelente	Bueno	Pasable	Deficiente	No se observó
		4	3	2	1	
<b>Comunicación:</b>						
Este empleado es accesible y esta dispuesto a escuchar.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Este empleado se pone en contacto conmigo puntualmente con preocupaciones.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Las expectativas de mi hijo/a son comunicadas y están clara y apropiadas.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Este empleado explica el significado de los grados y como se lograron.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Este empleado se comunica en forma justa y respetuosa.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Este empleado hace comentarios constructivos sobre la tarea y exámenes regularmente		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Participación En Casa:</b>						
Este empleado hace sugerencias sobre maneras de ayudar a mi hijo/a en casa.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Me siento bienvenido por este empleado para visitar el aula/escuela.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Este empleado es receptivo a la información que proporciono sobre mi hijo/a.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Aspectos del progreso de mi hijo/a:</b>						
Este empleado asigna tarea que es clara y tiene sentido para mi hijo/a.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Este empleado anima a mi hijo/a ha trabajar duro para tener éxito.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Este empleado comparte mis expectativas altas para el aprendizaje y el comportamiento de mi hijo/a.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Este empleado mantiene un aula en la cual mi hijo/a se siente físicamente y emocionalmente seguro.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Por favor marque uno: <input type="checkbox"/> Las respuestas anteriores están basadas en la interacción y la experiencia de mi hijo/a con este empleado						
<input type="checkbox"/> Las respuestas anteriores están basadas en mi interacción y experiencia personal con este empleado						
<input type="checkbox"/> Las respuestas anteriores están basadas en la interacción y experiencia que mi hijo/a y yo hemos tenido con este empleado						
¿Cuales son los puntos fuertes de este empleado escolar?						
¿En cuales áreas podría a ver mejoramiento?						
Comentarios:						
Firma de Padre _____ Nombre de Padre escrito _____						
<i>(Tenga en cuenta: se consideran solo los formularios firmados)</i>						