

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. For pupil service staff, standards are aligned with the profession's national standards. For instructional staff, standards are aligned to Charlotte Danielson Framework for Teaching Second Edition domains and components of instruction and are based on professional practice.

### **EVALUATION PURPOSE**

The purpose for conducting employee evaluations is to improve student achievement by supporting certified personnel development. Evaluations assist in identifying employee strengths and areas of needed growth 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.

### **DEFINITIONS**

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

“Individualized professional learning plan” means an individualized professional development plan based on the Idaho framework for teaching evaluation and includes, at a minimum, identified interventions based on the individual's strengths and areas of needed growth, how the individual will set student achievement and growth goals, and areas of identified professional development and mentoring that target continuous improvement in professional areas, future student achievement, and school building or district culture.

“Instructional staff,” also referred to as teachers, are those employees involved in the direct instruction of a student or group of students and who hold a valid certificate issued under Idaho Code §33-1201.

“Pupil service staff” means those who provide services to students, but are not involved in direct instruction of those students, and hold a pupil personnel services certificate issued under Idaho Code §33-1201.

“Renewable contract personnel” are those certificated individuals who have been employed by this district for four (4) or more continuous years.

“Student success indicators” means measurable indicators of student achievement or growth, other than academic, within a predefined interval of time for a specified group of students. Measures and targets shall be chosen at the district or school level in collaboration with the pupil service staff member impacted by the measures and applicable district staff. Individual

## **Certificated Employee Evaluations—continued**

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measurable student achievement targets and the percentage of students meeting each target must be reported annually to the state. Student success indicators include:

- a) Quantifiable goals stated in a student's 504 plan or individualized education plan.
- b) Quantifiable goals stated in a student's behavior improvement plan.
- c) School- or district-identified measurable student objectives for a specified student group or population.
- d) The percentage of students who create student learning plans in grade 8 or who annually update their student learning plans thereafter.
- e) The percentage of students who satisfactorily complete one or more advanced opportunities options as specified in Idaho Code §33-4602, or who earn business or industry certificates or credentials. This indicator shall be one of the required indicators for applicable staff.

### **EVALUATOR**

The Superintendent or designee is responsible for evaluations of certified staff assigned at the district level. Building principals or designee(s) at each school building are responsible for evaluating instructional staff and pupil service staff performance in the school. All individuals responsible for evaluating instructional staff and pupil service staff performance 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**

For all certification personnel, domain or component ratings, or both, may be weighted based on the individual's individualized professional learning plan. If weighting the summative evaluation toward only two or three of the domains, the evaluation must indicate how this aligns with the individualized professional learning plan. The summative evaluation rating must be based on a combination of professional practice and student achievement as specified in those sections below 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.

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

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- e. Organizing physical space.
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**

All certificated instructional staff will receive an evaluation in which at least a majority of the evaluation ratings must be based on professional practice. All measures included within this portion of the evaluation will be aligned to the state evaluation framework domains and components. Professional practice includes 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 (1) documented summative evaluation must include a rating for all components within each domain or indicate how the evaluation is weighted toward specific domains and aligned to the individualized professional learning plan of the applicable professional standards used for evaluation of certified personnel. In addition to the domains and components of the state evaluation framework, 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 summative evaluations will include “measurable student achievement,” as defined in Idaho Code §33-1001, as applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations will include measurable student achievement or student success indicators, 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

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

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one (1) year or both years' both year's data. Growth in student achievement will also be considered as an optional measure for all other school based and district- based staff.

### **EVALUATION PROCEDURES**

At least one (1) evaluation will be completed in each annual contract year of employment. The superintendent or designee retains discretion to complete additional evaluations where appropriate. All evaluations will be completed on or before June 1 of each year. Evaluations will include a minimum of two (2) documented observations, one (1) of which will be completed prior to January 1 of each year. No contract shall be issued for the next ensuing year until such time as the employee's formal written performance evaluation has been completed.

Prior to the start of the school year, certificated instructional and pupil service employees will fill out a self-assessment and create an individualized professional learning plan. The self-assessment and individualized professional learning 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 self-assessment and individualized professional learning 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.

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 individualized professional learning 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.

The above evaluation procedures will apply to certificated non-instructional and pupil service staff. The evaluation tool for certificated non-instructional and pupil service staff will be differentiated in a way that either aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible or is aligned with applicable national standards.

### **COMMUNICATION OF RESULTS AND PERSONNEL RECORDS**

A copy of each written evaluation will be submitted to the certified employee within five (5) school days following the formal evaluation. The evaluator and certified employee may schedule a meeting to discuss the evaluation, progress on the employee's individualized professional learning plan, and any other matters relevant to the 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.

### **PERSONNEL ACTIONS**

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

1. A letter of reprimand, letter of concern, or discretionary plan of improvement;
2. Renewal of employment contract;
3. A period of probation, only as applicable to certificated employees employed under a Category 3 or renewable certified personnel contract;
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, letter of concern, or discretionary plan of improvement 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. Procedures for placing a certificated employee on probation and discharging a certificated employee will follow Idaho law and district policies.

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 will not required to establish a period of probation for certificated employees employed under a Category 1 or Category 2 contract, or for employees employed under a retired teacher contract whose performance is unsatisfactory. Matters relating to the employment and/or non-reemployment of such category contract employees will be consistent with the provisions of Idaho Code §§33-514 and 33-1004H. If appropriate, the district will establish a period of probation for employees employed under a Category 3 or renewable certified personnel contract as provided under Idaho Code §§33-514 and 33-515.

### **SUPPORT AND REMEDIATION**

Employees placed on probation or a discretionary plan of improvement 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. Other types of support and interventions may include, but are not limited to, the following:

- Classroom observations in other selected teachers' classrooms;
- Online or live professional development opportunities; and
- Other supports as may be agreed to or assigned by the evaluator.

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

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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 or a discretionary plan of improvement will depend on the successful achievement of the articulated goals.

During the probationary or discretionary plan of improvement 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 by the superintendent or designee.

### **MONITORING AND EVALUATION**

The superintendent or designee is responsible for ensuring that the evaluation process is in compliance with state requirements and implemented fairly and 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 to be effective educators. 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 ratings 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 and will be used to develop individualized professional learning plans. The individualized teacher rating system will have a minimum of three (3) rankings used

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

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to differentiate performance of teachers and pupil personnel certificate holders including:

- a. Unsatisfactory = 1
- b. Basic = 2
- c. Proficient = 3
- d. Distinguished = 4



### **LEGAL REFERENCE:**

Idaho Code Sections

- 33-513 – Professional Personnel
- 33-514 – Issuance of Annual Contracts
- 33-515 – Issuance of Renewable Contracts
- 33-518 – Employee Personnel Files
- 33-1001 – Definitions
- 33-1201A – Idaho Professional Endorsement
- 74-106 *et seq.* Records Exempt from Disclosure

IDAPA – Rules Governing Uniformity

- 08.02.02.007 – Definitions
- 08.02.02.120 – Local District Evaluation Policy – Instructional Staff and Pupil Service Staff Certificate Holders

### **CROSS-REFERENCE:**

- Assignment, Reassignment and Transfer of Certificated Employees – 441
- Discharge of Certificated Employees – 454

ADOPTED: October 17, 2017

AMENDED: December 5, 2023

## Certificated Employee Evaluations—*continued*

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 the teacher evaluation process comprises 20% of the total overall performance evaluation rating.

### Grades K-3

#### Reading Components

**Includes all students who have been enrolled and attended 80% of instruction**

Grade Level Teacher Target:	4 Distinguished	3 Proficient	2 Basic	1 Area of Concern
Kindergarten students will maintain or grow 33 letter names from Sept. to March.	100-75% of class meet grade level target	74%-51% of class meet grade level target	50%-25% of class meet grade level target	24%-0% of class meet grade level target
First Grade students will maintain or grow 18 pts Aug. to March on their Overall ISIP score..	100-75% of class meet grade level target	74%-51% of class meet grade level target	50%-25% of class meet grade level target	24%-0% of class meet grade level target
Second Grade students will maintain or increase 11 words per minute from Aug. to March. Including Title & Music teachers.	100-75% of class meet grade level target	74%-51% of class meet grade level target	50%-25% of class meet grade level target	24%-0% of class meet grade level target
Third Grade students will maintain grade level proficiency or grow 16 words per minute fluency Sept. to May on their IRI Legacy score. Including ELL teacher.	100-75% of class meet grade level target	74%-51% of class meet grade level target	50%-25% of class meet grade level target	24%-0% of class meet grade level target

### Grade 4

#### STAR Math

**Includes all students who have been enrolled and attended 80% of instruction**

Grade Level Teacher Target:	4 Distinguished	3 Proficient	2 Basic	1 Area of Concern
Fourth grade students will meet proficiency (995 SS) or increase their STAR math scale score by 35 points from Aug to March.	100-75% of class meet grade level target	74%-51% of class meet grade level target	50%-25% of class meet grade level target	24%-0% of class meet grade level target



**Certificated Employee Evaluations—continued**

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**Elementary Special Education - Preschool through 4th Grade**

**Includes all students who have been enrolled and attended 80% of instruction**

	4 Distinguished	3 Proficient	2 Basic	1 Area of Concern
SPED Teachers	100% - 75% of students are on track to meet at least 1 of their yearly learning goals identified on the IEP	74%-51% of students are on track to meet at least 1 of their yearly learning goals identified on the IEP	50% - 25% of students are on track to meet at least 1 of their yearly learning goals identified on the IEP	Less than 24% of students are on track to meet at least 1 of their yearly learning goals identified on the IEP

**Grades 5-8**

## Certificated Employee Evaluations—*continued*

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### 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)

**Certificated Employee Evaluations—continued**

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**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    |  |

<b>For each of the following statements, check the box that best reflects your experience with this school staff member</b>	Excellent	Good	Fair	Poor	Not
	4	3	2	1	Observed

<b>Communication:</b>					
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"/>
<b>Home Involvement:</b>					
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"/>
<b>Aspects of My Child's Progress:</b>					
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:

Parents 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>						