

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.

DEFINITIONS

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

“Certificated instructional,” also referred to as teachers, are those employees who are either involved in the direct instruction of a student or group of students who serve in a mentor or teacher leader position for individuals who hold an Idaho certificate issued under Idaho Code §33-1201, and hold a valid Idaho certificate.

“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 school level in collaboration with the staff member impacted by the measures and applicable district staff and approved at the district level by the school board. Measures and targets must also align with the performance measures and benchmarks in the continuous improvement plan approved by the school board. The most effective measures and targets are those generated as close to the actual work as possible. Targets may be based on grade- or department-level achievement or growth goals that create collaboration within groups. Individual measurable student achievement targets and the percentage of students meeting individual targets must be reported annually to the state. Assessment tools that may be used for measuring student achievement and growth include:

- (a) Idaho standards achievement test (ISAT), including interim ISAT assessments;
- (b) Student learning objectives;
- (d) Teacher-constructed assessments of student growth;
- (e) Pre- and post-tests, including district-adopted tests;
- (f) Performance-based assessments;
- (g) Idaho reading indicator, which will be one of the required assessment tools for applicable staff;
- (h) College entrance exams or preliminary college entrance exams such as PSAT, SAT, PCAT and ACT;
- (i) Advanced placement exams;
- (j) Career technical exams.

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- (k) Number of business or industry certificates or credentials earned by students in an approved career technical education program;
- (l) Number of students completing career technical education capstone courses; and
- (m) Number of students enrolled in career technical education courses that are part of a program that culminates with business or industry certificates or credentials.

“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.

“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 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.

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 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

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. 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.

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

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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 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) documents summative evaluation must include a rating for all components of the applicable professional standards used for evaluation of certified personnel. 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, 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, 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 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.

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%

Student Achievement

Measureable student achievement	20%
Total	100%

EVALUATION PROCEDURES

Prior to the start of the school year, the certificated instructional employee will fill out a self-assessment 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 self-assessment 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.

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

Certificated Employee Evaluations—*continued*

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.

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.

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.

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.

Certificated Employee Evaluations—*continued*

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 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.

REMEDATION

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 by the superintendent or designee.

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

MONITORING AND EVALUATION

The superintendent or designee is responsible for ensuring that the evaluation process is in

Certificated Employee Evaluations—continued

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 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. The SDE will ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation ratings in local school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by local school districts.

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



LEGAL REFERENCE:

Idaho Code Sections

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

Certificated Employee Evaluations—*continued*

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

ADOPTED: October 17, 2017

AMENDED: January 17, 2023

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 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 30 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 12 pts Sept. 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 10 words per minute from Aug. to March. Including Title, Music, & Migrant 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 or grow 15 pts Sept. to March on their IRI Legacy 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

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. Including EL 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

Certificated Employee Evaluations—continued

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

Measure 1

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

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

Grades 5- 8

Measure 2

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 9, 10, and 11
Measure 1**

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

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

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



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
Planning and Preparation	24		
The Classroom Environment	20		
Instruction and Use of Assessment	20		
Professional Responsibilities	24		
Professional Practice Rating	88		#points/88 X 80%

Assigned Percentages	
Distinguished	68.8-80%
Proficient	45.6-68.75%
Basic	24.8-45.5%
Unsatisfactory	14-24.75%

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
Total			
Student Achievement Rating			Two measures #points/8 X 20% One Measure #points/4 X 20%

Assigned Percentages	
Distinguished	17.2-20%
Proficient	11.4-17.15%
Basic	6.2-11.4%
Unsatisfactory	0-6.15%

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.

Administrator Signature _____

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

Certificated Employee Evaluations—*continued*

**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
	4	3	2	1	Observed

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:

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.)						
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						
<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					
Para cada una de las siguientes afirmaciones, marque la casilla que mejor refleje su experiencia con este miembro del personal escolar		Excelente	Bueno	Pasable	Deficiente	No se observó
		4	3	2	1	
Comunicación:						
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"/>
Participación En Casa:						
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"/>
Aspectos del progreso de mi hijo/a:						
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>						