Milan Community Schools

Teacher Evaluation and Development Plan

2014-15

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The purpose of this handbook is to outline and explain the Milan Community Schools Teacher Evaluation and Development Plan. The model is a modification of the IDOE's RISE Teacher Evaluation model and draws on elements of Bluffton-Harrison's plan.   During the summer of 2012, a group of administrators and teachers were trained in the RISE model. In discussions following the training, it was agreed to modify or drop certain non-essential elements of RISE to make the model meets Milan's local needs. The staff members who participated in the training included:

> Paul Ketcham, Superintendent
> Tom Reale, Assistant Superintendent
> Jane Rogers, Elementary School Principal
> Pat Murphy, Middle School Principal
> Ryan Langferman, High School Principal
> Cinda Ahlrich, Elementary School Teacher
> Randy Combs, High School Teacher
> Stefani Bedel, HS/MS Instrumental Music Teacher

The following handbook represents a collaborative effort that ensures the Milan Teacher Evaluation and Development Plan is in compliance with state law (Senate Enrolled Act 1).

Guiding Principles

1. Nothing the Milan Community Schools can do for our students matters more than giving them effective teachers. Teachers are the most important school factor in how much children learn.
2. Teachers deserve to be treated like professionals. Milan is committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn.

Legislative Context

- In the spring of 2011, the Indiana legislature passed IC 20-28-11.5, a new law relating to the evaluation of all certified teaching staff.
- The new law introduced 3 main requirements:
  - Every teacher must receive an evaluation annually;
  - Every evaluation system must include four performance categories: Highly Effective, Effective, Improvement Necessary, and Ineffective; and
  - Every evaluation system must incorporate measures of student growth and achievement as a significant portion of a teacher's evaluation.

Performance Level Ratings

Each teacher will receive a rating at the end of the school year in one of four performance levels:

- **Highly Effective: A *highly effective* teacher <u>consistently exceeds</u> expectations.** This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *highly effective* teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective: An *effective* teacher <u>consistently meets</u> expectations.** This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *effective* teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Improvement Necessary: A teacher who is rated as *improvement necessary* <u>requires a change in performance</u> before he/she meets expectations.** This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated *improvement necessary* have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Ineffective: An *ineffective* teacher <u>consistently fails</u> to meet expectations.** This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive

student learning outcomes. The *ineffective* teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Overview of Components
Every teacher is unique, and the classroom is a complex place. This evaluation relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. Teachers will be evaluated on two major components:
1. **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.
2. **Student Learning** – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth.

Timeline

August – September
- Teacher and evaluator meet for the Beginning-of-the Year Conference at teacher's request or evaluator's discretion

August – December
- Evaluator makes classroom observations and provides feedback

November – February
- Teacher and evaluator meet for the Mid-Year Conference at teacher's request or evaluator's discretion

January – May
- Evaluator continues to make classroom observations and provide feedback

May – June
- Evaluator completes observations and scores Teacher Effectiveness Rubric
- Evaluator completes Summative Evaluation

Upon Collection of Data
- Teacher and evaluator meet for the End-of-Year Conference
- Evaluator gives the teacher a copy of the Summative Evaluation within seven days of the End-of-Year Conference

Evaluation Steps

Step 1 – Beginning-of-Year Conference (teacher's request or evaluator's discretion)

The teacher meets with the primary evaluator near the beginning of the school year (August or September). The purpose of the meeting is to:

- review the evaluation process and
- highlight priority competencies and indicators from the Teacher Effectiveness Rubric

Teachers on an improvement plan will write a professional development plan with the primary evaluator near the beginning of the school year.

Step 2 – Classroom Observations – During the school year, evaluators (both primary and secondary) will collect evidence through a series of observations and conferences.

The following table indicates <u>minimum requirements</u> for observations.

Observation Type	Length (minutes)	Frequency	Pre-Conference	Post-Conference	Written Feedback	Announced
Extended for beginning teacher (5 or fewer years in Milan) OR any teacher who was rated *Improvement Necessary* or *Ineffective* in the past 5 years	40-45 minutes	2/year (1/semester)	Optional	Yes	Within 5 days	Evaluator's discretion
Extended for veteran teachers (more than 5 years in Milan)	40-45 minutes	1/year (by Mar. 31). 2nd if requested by teacher or principal	Optional	Optional	Within 5 days	Evaluator's discretion
Short for all teachers	10 – 15 minutes	2/year (1/semester)	No	No	Within 3 days	No

<u>Optional Forms</u>
Pre-Observation Form (Form 1)
Post-Observation Form (Forms 2 & 3)

If a teacher is on an improvement plan, that plan will determine the number of observations and feedback.

Step 3 – Mid-Year Conference (teacher's request or evaluator's discretion)

This conference is to be held in November, December, January, or February where the primary evaluator and teacher meet to discuss performance thus far.

This conference will be **mandatory** if a teacher is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations, or has been rated *ineffective* or *needs improvement* on an evaluation within the past 5 years. It is also mandatory for any teacher new to Milan with less than five total years of teaching experience.

Optional Forms
Mid-Year Professional Practice Check-In Form (Form 4)

Step 4 – Teacher Effectiveness Rubric: Scoring (Appendix C)

1. **The primary evaluator compiles ratings and notes from observations, conferences, and other sources of information.** At the end of the school year, the primary evaluator should have collected a body of information representing teacher practice from throughout the year. In addition to notes from observations and conferences, teachers shall provide evidence of planning and leadership. See Teacher Effectiveness Rubric Domains 1 and 3.

2. **The primary evaluator uses professional judgment to establish three final ratings in Planning, Instruction, and Leadership.** After collecting evidence, the primary evaluator must use professional judgment to assess the teacher and assign a rating in each competency within the first three domains. The final three domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the teacher, using the evidence collected to support the final decision.

   *It is recommended that the evaluator not average competency scores to obtain the final domain score, but rather use professional judgment to decide which competencies are more important to teachers in different contexts and how teachers have evolved over the course of the year.

   At this point, each evaluator should have ratings in the first three domains that range from 1 (*Ineffective*) to 4 (*Highly Effective*).

   Scoring Requirement: Planning and instruction go hand-in-hand. Therefore, if a teacher scores a 1 (I) or 2 (IN) in Instruction, he or she cannot receive a rating of 4 (HE) in Planning.

3. **The primary evaluator uses established weights to calculate one rating for domains 1-3.** Each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions. These are reflected in Domain 1: Planning (15%), Domain 2: Instruction (75%), and Domain 3: Leadership (10%). Effective instruction and classroom environment matter more than anything else a teacher can do to improve student outcomes.

4. **Core Professionalism is incorporated.** This domain represents non-negotiable aspects of the teaching profession; attendance, on-time arrival, policies and procedures, and respect. This domain only has two rating levels: *Does Not Meet Standards* and *Meets Standards*. The evaluator uses available information and professional judgment to decide if a teacher has not met standards in each of the four indicators. If a teacher has met standards in each of the four indicators, the score does not change. If the teacher did not meet standards in <u>one or more</u> of the four indicators, he or she automatically has a 1-point deduction.

   Scoring Requirement: 1 is the lowest score a teacher can receive. If, after deducting a point from the teacher's final Teacher Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1. For example, if a teacher has a final rubric score of 1.75, but then loses a point because not all of the core professionalism standards were met, the final rubric score should be 1 instead of 0.75.

Step 5: Summative Teacher Evaluation Scoring – The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher's student learning measures in order to calculate a final rating.

Domains 1-3 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1 - Planning		15 %	
Domain 2 - Instruction		75 %	
Domain 3 - Leadership		10 %	
Final Score for Domains 1-3			

Use the following formula to calculate by hand:
1. Rating * % Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Score for Domains 1-3

Final Teacher Effectiveness Rubric Score, Domains 1-3: _____

Review of Components – Each teacher's summative evaluation score will be based on the following components and measures:

1. **Professional Practice – Assessment of instructional knowledge and skills**
   Measure: Indiana Teacher Effectiveness Rubric (TER)
2. **Student Learning – Contribution to student academic progress**
   Measure: School-wide Learning Measure (SWL) – IDOE's A-F Ratings
   Measure: Individual Growth Model (IGM) – IDOE's 1-4 Ratings

The School-wide Learning Measure is determined based upon the school's current grade as defined by the IDOE. If a teacher teaches at more than one building, the school's score that the teacher spends the majority of his/her day shall be used. If a teacher spends equal time in more than one building, the school's scores will be averaged. The following scale shall determine the amount of points awarded:

A = 4
B = 3
C = 2
D = 1
F = 0

If IGM data was used, this measure only applies to teachers of grades 4 through 8 who teach ELA or math. The method for scoring this measure would come from the IDOE.

Weighting of Measures – The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. At this point, the evaluator should have calculated or received individual scores for the following measures: Teacher Effectiveness Rubric (TER), School-wide Learning Measure (SWL), and Individual Growth Model (IGM).

All teacher evaluations will be comprised using one of the following two percentage groups:

I. 75% Teacher Effectiveness Rubric (TER) – Observations
    25% School-wide Learning Measure Data (SWL) – DOE A-F rating by building

100% Summative Teacher Evaluation Score

Model 1 - Summative Teacher Evaluation Score

SWL 25%

TER 75%
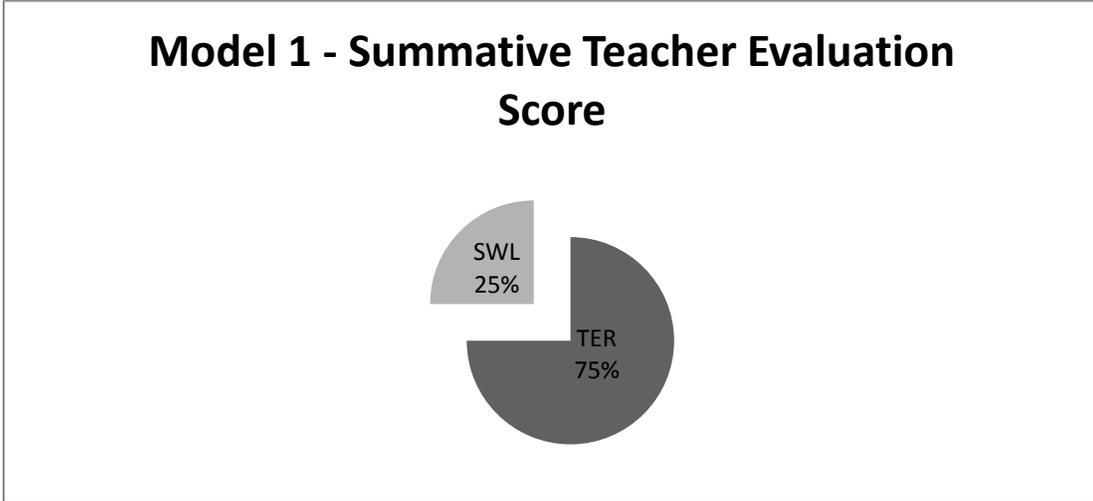
II. 50% Teacher Effectiveness Rubric (TER) – Observations
    25% Individual Growth Model data (IGM) – DOE data
    25% School-wide Learning Measure Data (SWL) – DOE A-F rating by building

100% Summative Teacher Evaluation Score

Model 2 - Summative Teacher Evaluation Score

IGM 25%

TER 50%

SWL 25%
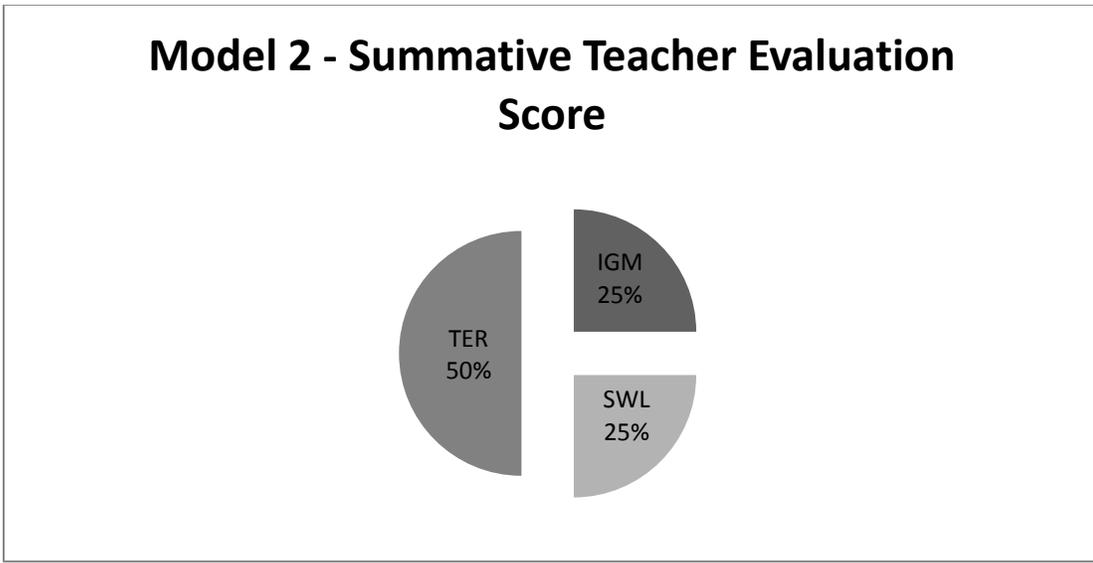
Once the weights are applied appropriately, an evaluator will have a final decimal number.

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric			
Individual Growth Model (if applicable)			
School-Wide Learning Measure			
Sum of the Weighted Scores			

*To get the final weighted score, simply sum the weighted scores from each component. This final weighted score is then translated into a rating on the following scale.

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 Points	→1.75 Points	→ 2.5 Points	→3.5 Points 4.0 → Points

Note: Borderline points always round up.

Step 6: End-of-year summative evaluation conference – The primary evaluator meets with the teacher in a summative conference to discuss all the information collected in addition to the final rating. A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to the teacher within seven days of the end-of-year summative evaluation conference.

The Milan Teacher Evaluation Process will be reviewed by teacher and administrative representatives at the conclusion of the 2012-2013 school year and periodically thereafter. All evaluation procedures will be discussed and modifications may occur if deemed necessary to improve the Milan Teacher Evaluation Process.

Appendix A –
Notes from
Senate Enrolled Act 1
(IC-20-28-11.5)

Appendix A – Notes from Senate Enrolled Act 1 (IC 20-28-11.5)

Teacher Remediation Plan – If a teacher received a rating of *ineffective* or *improvement necessary*, the evaluator and the teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher's license renewal credits in professional development activities intended to help the teacher improve. The *Professional Development Plan* form (Form 5) is an optional form that can be used.

Appeal – A teacher who received a rating of *ineffective* may file a request for a private conference with the superintendent not later than 5 days after receiving notice that the teacher received a rating of *ineffective*. The teacher is entitled to a private conference with the superintendent.

Parent Notice – A student may not be instructed for 2 consecutive years by teachers rated as *ineffective*. If it is not possible, the school corporation must notify the parents of each applicable student before the start of the second consecutive year indicating the student will be placed in a classroom of a teacher who has been rated *ineffective*.

IDOE Reports – Before August 1, 2013 (and each year following), the school corporation shall provide the results of the teacher performance evaluations including the number of teachers placed in each performance category to the IDOE. The results may not include the names of teachers.

Compensation – A teacher rated *ineffective* or *improvement necessary* may not receive any raise or increment for the following year if the teacher's employment contract is continued.

Tenure Categories – New Teacher Tenure Categories begin July 1, 2012
  A. Probationary Teacher (IC 20-28-6-7.5) – A teacher who has not received a rating (newly hired) or an established/professional teacher who receives a rating of *ineffective* or an established/professional teacher who receives two consecutive ratings of *improvement necessary*.
  B. Established Teacher (IC 20-28-6-8) – A teacher who serves under contract before July 1, 2012 and enters into another contract before July 1, 2012. All current teachers become established teachers on July 1, 2012.
  C. Professional Teacher (IC 20-28-6-7.5) – A teacher who receives a rating of *effective* or *highly effective* for at least 3 years in a 5-year (or shorter) period. A professional teacher becomes probationary if he/she receives a rating of *ineffective* or 2 consecutive ratings of *improvement necessary*.

Contract Cancellation Grounds (IC 20-28-7.5-1)
  A. Probationary Teacher
    1. One *ineffective* rating
    2. Two consecutive years of *improvement necessary*

3. Justifiable decrease in teaching positions – After June 20, 2012, RIF's in positions must be based on performance and not seniority
4. Any reason considered relevant to the school's interest
B. Established/Professional Teacher
1. Justifiable decrease in positions – After June 30, 2012, RIF's in positions must be based on performance and not seniority
2. Immorality
3. Insubordination
4. Incompetence
   a. Two (2) consecutive years of *ineffective* ratings; or
   b. *Ineffective* or *improvement necessary* in three (3) years of any 5-year period
5. Neglect of duty
6. Certain felony convictions
7. Other good and just cause

Appendix B – Forms

Form 1

Pre-Observation Form - Teacher

Note: This form may be used in conjunction with a pre-conference, but can also be exchanged without a pre-conference prior to the observation.

School: _____   Observer: _____

Teacher: _____   Grade/Subject: _____

Date and Period of Scheduled Observation: _____

Dear Teacher:

In preparation for your formal observation, please answer the questions below and attach any requested material.

1. What learning objectives or standards will you target during this class?

2. How will you know if students are mastering/have mastered the objective?

3. Is there anything you would like me to know about this class in particular?

4. Are there any skills or new practices you have been working on that I should look for?

Please attach the following items for review prior to your scheduled observation:

Form 2

Post-Observation Form - Evaluator

Instructions: The primary post-observation document should simply be a copy of the observation notes taken in the classroom. This form is designed to summarize and supplement the notes.

School: _____   Observer: _____

Teacher: _____   Grade/Subject: _____

Date of Observation: _____

Domain 2: Areas of Strength Observed in the Classroom (identify specific competencies):

Domain 2: Areas of Improvement Observed in the Classroom (identify specific competencies):

Domain 1: Analysis of Information (including strengths and weaknesses) in Planning:

Domain 3: Analysis of Information (including strengths and weaknesses) in Leadership:

Action Steps for Teacher Areas of Improvement:
This section should be written by the teacher and evaluator during the post conference.

Form 3

Post-Observation Form - Teacher

School: _____   Observer: _____

Teacher: _____   Grade/Subject: _____

Date of Observation: _____

Dear Teacher:

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet. Your honesty is appreciated and will help us to have a productive conversation about your performance and areas for improvement.

1. How do you think the lesson went? What went well and what didn't go well?

2. Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? How do you know? If not, why do you think it did not go as planned?

3. If you were to teach this lesson again, what would you do differently?

4. Did the results of this lesson influence or change your planning for future lessons?

Form 4

Mid-Year Check-In Form

School: _____   Summative Evaluator: _____

Teacher: _____   Grade/Subject: _____

Date: _____

Note: Mid-year check-in conferences are optional for any teacher without a professional practice plan, but can be helpful for evaluators to assess what evidence still needs to be collected, and for teachers to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough evidence to give a mid-year rating, circle N/A.

Number of Formal Observations Prior to Mid-Year Check-in: _____

Number of Informal Observations Prior to Mid-Year Check-in: _____

Domain 1: Planning	Mid-Year Assessment of Domain 1
1.1 Utilize Assessment Data to Plan 1.2 Set Ambitious and Measurable Achievement Goals 1.3 Develop Standards-Based Unit Plans and Assessments 1.4 Create Objective-Driven Lesson Plans and Assessments 1.5 Track Student Data and Analyze Progress	
Mid-Year Rating (Circle One)	**4 – Highly Effective 3 – Effective** **2 – Improvement Necessary 1 – Ineffective** **N/A**

Domain 2: Instruction	Mid-Year Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students 2.3 Engage Students in Academic Content 2.4 Check for Understanding 2.5 Modify Instruction as Needed 2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work 2.7 Maximize Instructional Time 2.8 Create Classroom Culture of Respect and Collaboration 2.9 Set High Expectations for Academic Success	
Mid-Year Rating (Circle One)	**4 – Highly Effective 3 – Effective** **2 – Improvement Necessary 1 – Ineffective** **N/A**

Domain 3: Planning	Mid-Year Assessment of Domain 3
3.1 Contribute to School Culture 3.2 Collaborate with Peers 3.3 Seek Professional Skills and Knowledge 3.4 Advocate for Student Success 3.5 Engage Families in Student Learning	
Mid-Year Rating (Circle One)	**4 – Highly Effective 3 – Effective** **2 – Improvement Necessary 1 – Ineffective** **N/A**

Domain 4: Professionalism	Mid-Year Assessment of Domain 4
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect	
Mid-Year Rating (Circle One)	**Meets Standards** **Does Not Meet Standards**

Form 5

Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish at least 3 areas of professional growth below. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goal	Achieved?
1.	
2.	
3.	

Name			
School			
Grade Level(s)		**Grade Level(s)**	
Date Developed		**Date Developed**	
Primary Evaluator Approval	x	Primary Evaluator Approval	x

Professional Growth Goal #1

Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)	Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.				Evidence of Achievement: How do you know that your goal has been met?
	Action Step 1	__/__/____	__/__/____	__/__/____	__/__/____	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/____	__/__/____	__/__/____	__/__/____	
		Data:	Data:	Data:	Data:	

Professional Growth Goal #2

Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)	Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.			Evidence of Achievement: How do you know that your goal has been met?
	Action Step 1	__/__/____	__/__/____	__/__/____	__/__/____	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/____	__/__/____	__/__/____	__/__/____	
		Data:	Data:	Data:	Data:	

Professional Growth Goal #3

Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)	Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.				Evidence of Achievement: How do you know that your goal has been met?
	Action Step 1	__/__/____	__/__/____	__/__/____	__/__/____	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/____	__/__/____	__/__/____	__/__/____	
		Data:	Data:	Data:	Data:	

Form 6

Final Summative Rating

School: _____   Summative Evaluator: _____

Teacher: _____   Date: _____

Grade/Subject: _____

Note: This form should be completed based on information collected and assessed throughout the year. Evaluators should complete this form and make a copy for the teacher to discuss results during the end-of-year summative conference.

Number of Formal Observations: _____

Number of Informal Observations: _____

Domains 1-3 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		15%	
Domain 2		75%	
Domain 3		10%	
	Weighted	100%	
Final Teacher Practice Rating			

1. Rating * % Weight = Weighted Rating
2. Sum of Weighted Ratings = Weighted Score
3. Rounded Weighted Score (.5 or above round up, .49 or below round down) = Final Teacher Practice Rating

If the teacher "Meets Standards" in Domain 4 (Professionalism), deduct 0 points. The final teacher score remains the same as in the previous step. If the teacher "Does Not Meet Standards," deduct 1 point from the score calculated in the previous step.

Final Teacher Practice Score, Domains 1-4: _____

Circle the group to which the teacher belongs. Then use the appropriate weights to calculate the final rating:

Group 1   **Group 2**

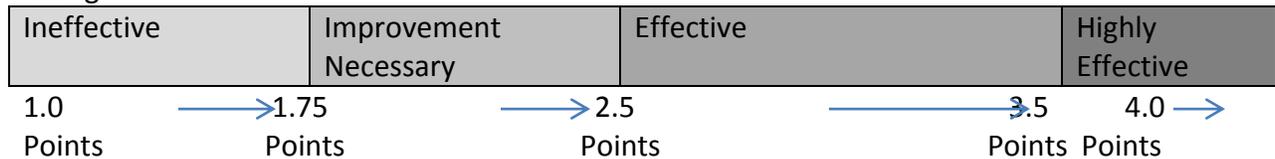|		Choose only one set of weights		
Measure	**Rating (1-4)**	**GROUP 1 Weights**	**GROUP 2 Weights**	**Weighted Rating**
Teacher Practice Score		75%	50%	
Indiana Growth Model		-	25%	
School-wide Learning Measure*		25%	25%	

*All teachers in the same school should have the same rating on this measure

Follow the following formula to calculate by hand:
1. Rating * % Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Summative Score

Final Summative Evaluation Score: _____

Use the chart below and the Final Summative Evaluation Score to determine the teacher's final rating.

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 Points	1.75 Points	2.5 Points	3.5 Points 4.0 Points

Note: Borderline points always round up.

Final Summative Rating:

☐ Ineffective   ☐ Improvement Necessary   ☐ Effective   ☐ Highly Effective

Tenure Category: **Current School Year**   **Next School Year**

☐ Probationary Teacher   ☐ Probationary Teacher
☐ Established Teacher   ☐ Established Teacher
☐ Professional Teacher   ☐ Professional Teacher

Teacher Signature
I have met with my evaluator to discuss the information on this form and have received a copy.

Signature:_____   Date:_____

Evaluator Signature
I have met with this teacher to discuss the information on this form and provided a copy.

Signature: _____   Date:_____