

## Evaluations, Complaint Procedures, and Policy Infractions

### Evaluations

Every employee will have one formal evaluation each year.

Classroom visits will be made throughout the school year and information will be included on the evaluation.

Conferences will be done throughout the school year and information may be included on the evaluation.

### Complaints

All staff need to have an effective means of communication with their students and parents.

First complaint made to the Superintendent will be referred back to the teacher for resolution.

Second complaint may result in a possible conference with the parties involved.

Third complaint may be officially documented on formal evaluation.

Complaints made by different parties on the same subject may be documented on formal evaluation.

### Policy Infractions

First infraction, verbal notice will be given.

Second infraction, conference and official documentation may be made.

Third infraction, official documentation and possible suspension or dismissal.

Policy infractions may be included on the formal evaluation.

# Gratton School District

Name \_\_\_\_\_  
 Classification \_\_\_\_\_  
 Evaluator \_\_\_\_\_

# Classified Personnel Performance Evaluation Report

Anniversary Date \_\_\_\_\_  
 School or Location \_\_\_\_\_  
 Evaluation Period From \_\_\_\_\_ D/M/Y to \_\_\_\_\_ D/M/Y



### JOB PERFORMANCE AND SKILLS:

1.	Observes Work Hours
2.	Attendance
3.	Grooming and Dress
4.	Compiles with Board Policies and Procedures
5.	Safety Practices
6.	Maintains High Level of Professionalism in Customer Service
7.	Quality and Volume of Acceptable Work
8.	Job Focus - Committed to Job Responsibilities
9.	Plans and Organizes
10.	Knowledge of Work
11.	Meets Assignment Deadlines
12.	Follows Direction
13.	Flexibility - Adapts Easily to Work Assignments
14.	Dependable and Reliable
15.	Operation and Care of Equipment
16.	Initiative - Solves problems Independently
17.	Pupil Contacts - Works Courteously and Tactfully
18.	Public Contacts - Works Courteously and Tactfully
19.	Employee Contacts - Works Courteously and Tactfully
20.	Promotes teambuilding
21.	Appearance of Work Station

### BASIC SKILLS FACTORS FOR INSTRUCTIONAL AIDES:

22.	Reading Comprehension
23.	Writing
24.	Mathematics

### EMPLOYEES WHO SUPERVISE OTHERS

25.	Planning and Organizing
26.	Trains and Instructs
27.	Leadership Skills
28.	Judgment and Decisions

### SECTION A: MEETS OR EXCEEDS EXPECTATIONS COMMENTS\*:


### SECTION B: RECORD SPECIFIC GOALS OR IMPROVEMENT PROGRAM TO BE UNDERTAKEN DURING NEXT EVALUATION PERIOD\*:


### SECTION C: EMPLOYEE COMMENTS\*:


### SUMMARY EVALUATION - CHECK OVERALL PERFORMANCE (SELECT ONE)

Exceeds District Expectations	Meets District Expectations	Needs Improvement	Not Satisfactory

Rating, Review and Comments Made By: \_\_\_\_\_  
 Supervisor's Signature \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 I certify that this report has been discussed with me. I understand my signature does not necessarily indicate agreement.

Three Month Evaluation	Six Month Evaluation	Annual Evaluation	Unscheduled Evaluation	Probationary Evaluation

\*Attach additional comment pages as needed.

# Gratton School District

## Evaluation of Teaching Performance

Teacher \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Evaluator \_\_\_\_\_

Period Covered by this Evaluation \_\_\_\_\_

Dates of Conferences \_\_\_\_\_ Dates of Observations \_\_\_\_\_

Status of Teacher:  New Probationary  Probationary

- 4 Exceeds Standard Expectations
- 3 Meets Standard Expectations
- 2 Developing Practice Consistent with Standard Expectations
- 1 Unsatisfactory Not Consistent with Standard Expectations

	4	3	2	1
<b>STANDARD I – Engaging and Supporting All Students in Learning</b>				
Connecting student’s prior knowledge, life experience, and interests with learning goals				
Using a variety of instructional strategies and resources to respond to students’ diverse needs				
Facilitating learning experiences that promote autonomy, interaction, and choice				
Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful				
Promoting self-directed, reflective learning for all students				
<b>STANDARD – II Creating and Maintaining an Effective Environment for Student Learning</b>	4	3	2	1
Creating a physical environment that engages all students.				
Establishing a climate that promotes fairness and respect.				
Promoting social development and group responsibility.				
Establishing and maintaining standards for student behavior				
Planning and implementing classroom procedures and routines that support student learning.				
Using instructional time effectively.				
<b>STANDARD III – Understanding and Organizing Subject Matter for Student Learning</b>	4	3	2	1
Demonstrating knowledge of subject matter content and student development.				
Organizing curriculum to support student understanding of subject matter.				
Integrating ideas and information within and across subject matter areas.				
Developing student understanding through instructional strategies that are appropriate to the subject matter.				
Using materials, resources, and technologies to make subject matter accessible to students.				
<b>STANDARD IV – Planning Instruction and Designing Learning Experiences for All Students</b>	4	3	2	1
Drawing on and valuing students’ backgrounds, interests and developmental learning needs.				
Establishing and articulating goals for student learning.				
Developing and sequencing instructional activities and materials for student learning.				
Designing short-term and long-term plans to foster student learning.				
Modifying instructional plans to adjust for student needs				

<b>STANDARD V – Assessing Student Learning</b>	4	3	2	1
Establishing and communicating learning goals for all students.				
Collecting and using multiple sources of information to assess student learning.				
Involving and guiding students in assessing their own learning.				
Using the results of assessments to guide instruction.				
Communicating with students and families and other audiences about student progress.				
<b>STANDARD VI – Developing as a Professional Educator</b>	4	3	2	1
Reflecting on teaching practice and planning professional development.				
Establishing professional goals and pursuing opportunities to grow professionally.				
Working with communities to improve professional practice.				
Working with families to improve professional practice.				
Working with colleagues to improve professional practice.				
Balancing professional responsibilities and maintain motivation.				
<b>OVERALL EVALUATION</b>	4	3	2	1

**Administrator Summary**

**Teacher Comments:**

Evaluator \_\_\_\_\_ Date \_\_\_\_\_ Evaluatee \_\_\_\_\_ Date \_\_\_\_\_

I have read this Evaluation of Teaching Performance, but my signature does not necessarily signify agreement. I understand that any written statement I wish to make regarding this evaluation will be attached to all copies of it. I also understand that a copy will be placed in my personnel file.