



**DIRECTIONS FOR USE OF STANDARDS RUBRIC
FOR STAFF EVALUATION
EARLY CHILDHOOD SPECIAL EDUCATION TEACHERS**

General Instructions

The Standards of Effective Teaching guide the process of professional development and evaluation for teachers. For non-tenured teachers and tenured teachers choosing an annual evaluation, the general expectations for using this tool to assess teacher performance are as follows:

1. The administrator will conduct an observation of at least 25-30 minutes.
2. Both the administrator and the teacher will fill out a separate rubric continuum after the observation. Each will check the point on the continuum that best describes observed behavior or overall performance.

Example: Fall Observation: Check the “F”

Spring Observation: Check the “S”

SKILL AREA	PERFORMANCE LEVEL		
	Below Standard	Meets Standard	Exceeds Standard
	The classroom is cluttered, disorganized, not conducive to learning F <input checked="" type="checkbox"/> S <input type="checkbox"/>	Classroom is safe, and instructional resources are accessible to all F <input type="checkbox"/> S <input checked="" type="checkbox"/>	Teacher uses physical resources in highly creative ways to maximize learning F <input type="checkbox"/> S <input type="checkbox"/>

3. The administrator will write a brief explanation on the form of any area in which a teacher is marked “Below Standard.”
4. The administrator will hold a conference with the teacher focused on the observation and other things known about the overall job performance.
5. The administrator’s original copy of the evaluation is sent to Human Resources for the teacher’s Personnel File.

Timelines

1. For non-tenured teachers, the first evaluation is completed by December 31 each school year; and the second evaluation is completed by March 15 each school year.
2. If a teacher may be recommended for contract non-renewal, the second observation is completed by May 1.
3. For tenured teachers, the evaluation is completed by May 15 each school year.
4. The conference following the observation is completed within ten school days of the observation, preferably sooner.
5. The Standards of Effective Teaching evaluation including the attached Summary Evaluation are completed by the administrator, and sent to the Human Resource Department for the teacher’s Personnel File by June 30 of each school year.



STANDARDS OF EFFECTIVE FOR EARLY CHILDHOOD SPECIAL EDUCATION TEACHERS

Teacher’s Name: _____ School Year: _____

Evaluator’s Name: _____ Site: _____

Time of Observation: From: _____ A.M. P.M. To: _____ A.M. P.M. Date: _____

Check probationary year or tenured status:

- First-Year Probationary Second-Year Probationary Third-Year Probationary Tenured

Instructions: Check the continuum that best describes observed behavior or overall performance. Because job descriptions vary, all skill areas may not apply. Those skill areas should be left blank.

Fall Observation: Check the “F”

Spring Observation: Check the “S”

DOMAIN 1: THE CLASSROOM ENVIRONMENT

SKILL AREA	PERFORMANCE LEVEL		
Environment of Respect and Rapport	Below Standard	Meets Standard	Exceeds Standard
	Early childhood teacher interactions may include negative or demeaning responses <div style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></div>	Early childhood teacher focuses on building positive relationships with children through friendly and mutually respectful interactions <div style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></div>	Early childhood teacher strengthens relationships by communicating regularly with families in and outside of class <div style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></div>
	Interactions may not be age or developmentally appropriate and/or disregard culture <div style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></div>	Interactions are appropriate to developmental, cultural and socioeconomic differences <div style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></div>	Takes time with each individual child showing care, respect and interest <div style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></div>

Notes:

DOMAIN 1: THE CLASSROOM ENVIRONMENT (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Cultural and Physical Environment for Learning	Below Standard	Meets Standard	Exceeds Standard
	Inconsistently evaluates the environment and/or makes few, if any, changes F <input type="checkbox"/> S <input type="checkbox"/>	Continually evaluates the teaching environment and makes changes to accommodate individual and family needs F <input type="checkbox"/> S <input type="checkbox"/>	Seeks outside resources to create a dynamic learning environment F <input type="checkbox"/> S <input type="checkbox"/>
	Supplies and procedures for diapering and cleaning toys are inadequate F <input type="checkbox"/> S <input type="checkbox"/>	Supplies for diapering, sanitizing toys, and cleaning surfaces are accessible and procedures are posted F <input type="checkbox"/> S <input type="checkbox"/>	Procedures are posted in appropriate language and areas are fully stocked at all times F <input type="checkbox"/> S <input type="checkbox"/>
	Learning materials and equipment are inappropriate to developmental level, needs, and interests of children F <input type="checkbox"/> S <input type="checkbox"/>	Learning materials and equipment for children are appropriate to the developmental level, needs, and interests of the children involved F <input type="checkbox"/> S <input type="checkbox"/>	Offers a wide variety of learning materials and equipment for children which is continually updated F <input type="checkbox"/> S <input type="checkbox"/>
	Specific adaptations are inadequate to meet the needs of individual children F <input type="checkbox"/> S <input type="checkbox"/>	Specific adaptations are made to meet the needs of individual children, such as adaptive and assistive technology F <input type="checkbox"/> S <input type="checkbox"/>	Develops or seeks additional resources to make individualized adaptations F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 1: THE CLASSROOM ENVIRONMENT (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Managing Classroom Procedures	Below Standard	Meets Standard	Exceeds Standard
	Considerable instructional time is lost to transitions and non-instructional tasks F <input type="checkbox"/> S <input type="checkbox"/>	Flexible classroom routines are in place for smooth transitions and efficient handling of non-instructional tasks F <input type="checkbox"/> S <input type="checkbox"/>	Exceptionally smooth transitions and very minimal instructional time is lost to non-instructional tasks F <input type="checkbox"/> S <input type="checkbox"/>
	Teacher is not well prepared for daily activities F <input type="checkbox"/> S <input type="checkbox"/>	Materials, equipment and activities are well prepared F <input type="checkbox"/> S <input type="checkbox"/>	Teacher is exceptionally well prepared for daily activities F <input type="checkbox"/> S <input type="checkbox"/>
	Duties and/or responsibilities for assistants and volunteers are unclear or not set and performance feedback is not given F <input type="checkbox"/> S <input type="checkbox"/>	Clear expectations are set and performance feedback is given to assistants and volunteers F <input type="checkbox"/> S <input type="checkbox"/>	Sets clear expectations and trains assistants and volunteers to effectively meet them as well as offers consistent performance feedback F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 1: THE CLASSROOM ENVIRONMENT (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Managing Student Behavior	Below Standard	Meets Standard	Exceeds Standard
	Sets inappropriate or confusing expectations for children's behavior F <input type="checkbox"/> S <input type="checkbox"/>	Sets developmentally appropriate expectations for children's behavior based on individual needs F <input type="checkbox"/> S <input type="checkbox"/>	Shares expertise with colleagues/team members in managing student behavior F <input type="checkbox"/> S <input type="checkbox"/>
	Does not effectively monitor children's behavior F <input type="checkbox"/> S <input type="checkbox"/>	Aware of class and individual behavior and works to minimize disruptions F <input type="checkbox"/> S <input type="checkbox"/>	Highly aware of classroom activities and is proactive in classroom management F <input type="checkbox"/> S <input type="checkbox"/>
	Response to inappropriate behavior is not: - timely - appropriate - effective - consistent - adapted to individual needs F <input type="checkbox"/> S <input type="checkbox"/>	Response to inappropriate behavior is: - timely - appropriate - effective - consistent - adapted to individual needs F <input type="checkbox"/> S <input type="checkbox"/>	Seeks additional training in best practices to manage inappropriate behavior F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION

SKILL AREA	PERFORMANCE LEVEL		
Effective Instructional Practices	Below Standard	Meets Standard	Exceeds Standard
	<p>Lessons lack some or all elements of effective early childhood education</p> <ul style="list-style-type: none"> • Concrete, experiential learning • Emphasis in process over product • Imagination and creativity • Multisensory approach to learning <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Implements effective individual and group instructional design including activities that:</p> <ul style="list-style-type: none"> • Provide concrete, experiential learning • Emphasize the learning process rather than the product • Promote imagination and creativity • Are multisensory • <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Seeks additional training and implements new instructional practices which regularly meet all elements of effective early childhood education</p> <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>Discourages</p> <ul style="list-style-type: none"> • Self discipline • Verbalizing • Problem solving • Self help skills <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Encourages</p> <ul style="list-style-type: none"> • Self discipline • Communication • Problem solving • Self help skills • <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Intentional about helping children develop self discipline, self help and problem solving skills</p> <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>Parent-child activities are not relevant to the needs of individual families</p> <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Parent-child activities are relevant to the needs of individual families</p> <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Seeks information from families to plan activities</p> <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>Displays inadequate knowledge about:</p> <ul style="list-style-type: none"> - child development - parent-child relationships - early childhood education - specific disabilities - <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Displays knowledge about:</p> <ul style="list-style-type: none"> - child development - parent-child relationships - early childhood education - specific disabilities <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Demonstrates extensive knowledge or expertise in:</p> <ul style="list-style-type: none"> - child development - parent-child relationships - early childhood education - specific disabilities <p style="text-align: center;">F <input type="checkbox"/> S <input type="checkbox"/></p>

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Effective Instructional Practices (Continued)	Below Standard	Meets Standard	Exceeds Standard
	Does not consistently assess the effectiveness of lessons and meeting objectives F <input type="checkbox"/> S <input type="checkbox"/>	Assesses the effectiveness of lessons, including degree to which objective was achieved F <input type="checkbox"/> S <input type="checkbox"/>	Assesses the effectiveness of lessons thoroughly and plans new lessons accordingly F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Clear and Accurate Communication	Below Standard	Meets Standard	Exceeds Standard
	Oral language is unclear. Vocabulary is incorrect or vague, leading to confusion F <input type="checkbox"/> S <input type="checkbox"/>	Oral language is clear and correct, appropriate to child’s developmental level, disability, and interests F <input type="checkbox"/> S <input type="checkbox"/>	Oral language is clear, correct, enriching, and developmentally appropriate F <input type="checkbox"/> S <input type="checkbox"/>
	Directions and procedures are unclear F <input type="checkbox"/> S <input type="checkbox"/>	Directions and procedures are clear to children, contain an appropriate level of detail and are modified as needed F <input type="checkbox"/> S <input type="checkbox"/>	Directions and procedures are clear to children and communicated using a variety of methods F <input type="checkbox"/> S <input type="checkbox"/>
	Questions are often lower order- knowledge and comprehension- and require limited student response F <input type="checkbox"/> S <input type="checkbox"/>	Teacher uses an appropriate range of questions from simple understanding to analysis and evaluation F <input type="checkbox"/> S <input type="checkbox"/>	Questions lead to students creating their own conceptual frameworks F <input type="checkbox"/> S <input type="checkbox"/>
	Few accommodations are made for second language learners and children are rarely encouraged to communicate F <input type="checkbox"/> S <input type="checkbox"/>	Accommodations are made for second language learners and children are encouraged to communicate functionally F <input type="checkbox"/> S <input type="checkbox"/>	Interpreters, families, and other resources are used to encourage functional communication F <input type="checkbox"/> S <input type="checkbox"/>
	Instructional feedback is vague or not given F <input type="checkbox"/> S <input type="checkbox"/>	Instructional feedback is constructive, given in a timely manner F <input type="checkbox"/> S <input type="checkbox"/>	Instructional feedback is individualized for language and learning differences F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES

SKILL AREA	PERFORMANCE LEVEL		
Attendance/Attire/ Student Records	Below Standard	Meets Standard	Exceeds Standard
	Has poor attendance and/or lesson plans are unavailable F <input type="checkbox"/> S <input type="checkbox"/>	Meets program expectations for on time attendance with effective lesson plans available if absent F <input type="checkbox"/> S <input type="checkbox"/>	Communicates with substitutes and co-workers before and after absences to stay informed F <input type="checkbox"/> S <input type="checkbox"/>
	Inappropriate attire F <input type="checkbox"/> S <input type="checkbox"/>	Appropriate attire F <input type="checkbox"/> S <input type="checkbox"/>	
	Records and files are inaccurate or incomplete F <input type="checkbox"/> S <input type="checkbox"/>	Records and files are accurate and complete F <input type="checkbox"/> S <input type="checkbox"/>	

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Informing and Engaging Families	Below Standard	Meets Standard	Exceeds Standard
	Demonstrates inappropriate expectations for children F <input type="checkbox"/> S <input type="checkbox"/>	Reinforces appropriate parental expectations for individual children F <input type="checkbox"/> S <input type="checkbox"/>	Initiates purposeful conversation with parents about their expectations for their children F <input type="checkbox"/> S <input type="checkbox"/>
	Communicates inconsistently with parents F <input type="checkbox"/> S <input type="checkbox"/>	Communicates with parents regularly and as needed F <input type="checkbox"/> S <input type="checkbox"/>	Provides both positive and negative feedback to parents with great sensitivity F <input type="checkbox"/> S <input type="checkbox"/>
	Rarely conveys the meaning and value of activities to parents F <input type="checkbox"/> S <input type="checkbox"/>	Interprets the meaning and value of activities to parents F <input type="checkbox"/> S <input type="checkbox"/>	Posts the objectives of activities and communicates consistently with parents after class F <input type="checkbox"/> S <input type="checkbox"/>
	Does not know or make information readily available to parents F <input type="checkbox"/> S <input type="checkbox"/>	Knowledgeable about school and community resources and assists families in accessing services F <input type="checkbox"/> S <input type="checkbox"/>	Initiates family use of school and community resources through handouts, speakers, etc. F <input type="checkbox"/> S <input type="checkbox"/>
	New families are not appropriately welcomed and initiated F <input type="checkbox"/> S <input type="checkbox"/>	Introduces new families to the program in personalized ways and respects parents are prime educators F <input type="checkbox"/> S <input type="checkbox"/>	Encourages established families to welcome new families and to help them feel comfortable F <input type="checkbox"/> S <input type="checkbox"/>
	Offers little or no flexibility in delivery of service to families F <input type="checkbox"/> S <input type="checkbox"/>	Teacher offers flexibility in delivery of service to families F <input type="checkbox"/> S <input type="checkbox"/>	Offers exceptional flexibility in delivery of service to families F <input type="checkbox"/> S <input type="checkbox"/>

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Informing and Engaging Families (Continued)	Below Standard	Meets Standard	Exceeds Standard
	Rarely facilitates and encourages parents to be involved with and enjoy their children F <input type="checkbox"/> S <input type="checkbox"/>	Facilitates and encourages parents to be involved with and enjoy their children F <input type="checkbox"/> S <input type="checkbox"/>	Takes time to communicate and model ways for families to delight in their children F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Commitment to Professional Growth	Below Standard	Meets Standard	Exceeds Standard
	Ignores or minimizes feedback F <input type="checkbox"/> S <input type="checkbox"/>	Open to feedback from colleagues and supervisors F <input type="checkbox"/> S <input type="checkbox"/>	Actively seeks feedback from colleagues and supervisors F <input type="checkbox"/> S <input type="checkbox"/>
	Ignores best practice research F <input type="checkbox"/> S <input type="checkbox"/>	Maintains or seeks current information of best practices F <input type="checkbox"/> S <input type="checkbox"/>	Develops expertise and shares best practice information F <input type="checkbox"/> S <input type="checkbox"/>
	Participates in professional development if required or at a minimal level F <input type="checkbox"/> S <input type="checkbox"/>	Seeks out and participates in opportunities for professional development F <input type="checkbox"/> S <input type="checkbox"/>	Regularly participates in professional development and shares information with others F <input type="checkbox"/> S <input type="checkbox"/>
	Input from families and peers is not solicited or considered F <input type="checkbox"/> S <input type="checkbox"/>	Feedback surveys are used to adjust professional practice F <input type="checkbox"/> S <input type="checkbox"/>	A variety of parent, child, and peer feedback is sought and effectively implemented F <input type="checkbox"/> S <input type="checkbox"/>
	Does not seek out or learn needed technology skills F <input type="checkbox"/> S <input type="checkbox"/>	Seeks out and learns needed technology skills F <input type="checkbox"/> S <input type="checkbox"/>	Teaches technology skills to others F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Collaboration with Peers and Service to the Profession	Below Standard	Meets Standard	Exceeds Standard
	Is an ineffective team member F <input type="checkbox"/> S <input type="checkbox"/>	Works effectively as a member of a school team and/or community based program F <input type="checkbox"/> S <input type="checkbox"/>	Takes leadership at the school or program site F <input type="checkbox"/> S <input type="checkbox"/>
	Rarely collaborates with specialists F <input type="checkbox"/> S <input type="checkbox"/>	Effectively collaborates with specialists, including interpreters F <input type="checkbox"/> S <input type="checkbox"/>	Seeks specific help from specialists F <input type="checkbox"/> S <input type="checkbox"/>
	Rarely offers assistance to other educators F <input type="checkbox"/> S <input type="checkbox"/>	Assists other educators when appropriate F <input type="checkbox"/> S <input type="checkbox"/>	Contributes to the profession by mentoring, publishing, etc. F <input type="checkbox"/> S <input type="checkbox"/>
	Avoids staff or team meetings or does not participate F <input type="checkbox"/> S <input type="checkbox"/>	Participates in staff or team meetings F <input type="checkbox"/> S <input type="checkbox"/>	Takes leadership for staff or team meetings F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Lead Teacher Responsibilities	Below Standard	Meets Standard	Exceeds Standard
<p>This section is not applicable: N/A <input type="checkbox"/></p>	<p>Inconsistently facilitates staff meetings</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Facilitates consistent staff meetings and child study in accordance with program standards</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Facilitates exceptionally effective staff meetings</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>The processing of program paperwork and data is inaccurate and/or consistently late</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Oversees the accurate and timely enrollment of children, response to parent feedback, data collection, etc.</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Shares information with team and others to use data for program planning</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>Is inefficient and/or irresponsible in fiscal management</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Monitors the program budget in a fiscally efficient and responsible manner</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Seeks out additional revenues and resources to add to the budget</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>Rarely takes leadership in problem solving or design of program systems</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Takes leadership in problem solving with staff</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Inspires high levels of staff commitment</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>Does not facilitate effective daily program operations</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Facilitates the design of systems for daily program operation</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Facilitates an exceptionally well run site</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>
	<p>Rarely communicates with principals, site councils, or special education administrators</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Acts as the ECSE site liaison with principals, site councils, and special education administrators</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>	<p>Has a good working relationship with principal or administrators and is able to solve site problems at that level</p> <p>F <input type="checkbox"/> S <input type="checkbox"/></p>

Notes:

**DUE PROCESS
STANDARDS OF EFFECTIVE
EARLY CHILDHOOD SPECIAL EDUCATION TEACHER**

SKILL AREA	PERFORMANCE LEVEL		
Due Process	Below Standard	Meets Standard	Exceeds Standard
	Due Process procedures are not followed F <input type="checkbox"/> S <input type="checkbox"/>	Due Process procedures are followed completely and in a timely manner F <input type="checkbox"/> S <input type="checkbox"/>	Due Process procedures are followed completely and in a timely manner. Content shows collaboration with families and other professionals F <input type="checkbox"/> S <input type="checkbox"/>

- 1. Conducts pre-referral interventions and consults with staff
- 2. Meets with the Child Study Team to review the referral information
- 3. Involve parents as team members in planning for Evaluation and any subsequent child study
- 4. Evaluation
 - Selects and implements a variety of approved evaluations/procedures
 - Adapts the evaluation to meet the individual needs of the child
 - Interprets and integrates evaluation results, leading to appropriate recommendations
- 5. Communicates the results of the evaluation to parents/staff
- 6. Determines the child's eligibility for service
- 7. Develops a plan (IFSP, IIP, IEP) which considers:
 - Present level of performance
 - Needs of the child
 - Measurable goals and objectives
 - Least restrictive environment
 - Other factors: behavior, vision and hearing, second language, assistive technology
 - Extended School Year
 - Transition Planning
- 8. Effectively schedules, prioritizes, and delivers direct and indirect services as per plan
- 9. Reports progress as designed in the Individual Plan and the law
- 10. Follows requirements for due process documentation and timelines
- 11. Processes documentation for third party billing



Standards of Effective Performance for Early Childhood Special Education Teacher

SUMMARY EVALUATION

Please rate the overall performance of _____
Childhood Special Education Teacher

School Year of Evaluation: _____

Evaluation Period (Check One): Fall Spring

Exceeds Standard

Meets Standard

Below Standard
(If tenured, refer to the Teacher Assistance Program.)

Comments:

Signed: _____
Principal

Date: _____

This Performance Appraisal has been discussed with me and I have received a copy of it.
(Teachers may submit a letter for inclusion in their personnel file pertaining to this appraisal.)

Signed: _____
Early Childhood Special Education Teacher

Date: _____

Send Original Copy to Human Resources for the Personnel File

Effective: August 2008