

COMPLIANCE WITH THE LICENSED PERSONNEL PERFORMANCE EVALUATION ACT (C.R.S. § 22-9-101, et seq.) AND THE TEACHER EMPLOYMENT COMPENSATION & DISMISSAL ACT (C.R.S. § 22-63-101, et seq., as amended)

GENERAL EVALUATION PROCESS

- A. The mission of Cherry Creek School District is: to inspire every student to think, to learn, to achieve, and to care. In support of this mission, the Board of Education views teacher performance evaluation as an integral part of the learning cycle and a critical element for the attainment of the educational goals of the district.

The Board of Education has adopted the Colorado state evaluation model that includes the personnel evaluation system and supporting resources. This model provides the basis for continued employment with the school district. The responsibility for the development of procedures for evaluation of teachers shall rest with the Superintendent of Schools. While committed to establishing and implementing a process for purposes of evaluating teacher performance, the Board of Education and the administration reserve the right to take immediate and appropriate disciplinary action against any teacher found to be in violation of state or federal law and/or school board policy.

The Board of Education and the Association shall jointly agree upon the forms which implement the criteria and standards set forth.

- B. Certificated Performance Evaluation Council

A Certificated Performance Evaluation Council (commonly known as “1338 Committee”), has been established pursuant to state law to serve in an advisory capacity to the Board of Education.

1. Under state law, the Council must consist of, at minimum: one teacher, one administrator, one principal in the district, one parent with a child in the district, and one resident of the district who does not have a child in the district.
2. The Council is charged with advising the local Board of Education as to the fairness, effectiveness, credibility and professional quality of the certificated personnel performance evaluation system and its processes and procedures and shall conduct a continuous evaluation of said systems (C.R.S. § 22-9-107(2)).
3. Recommendations regarding evaluation will be presented to the negotiation teams by the appropriate working committees (e.g., 1338 committee or the SLO committee).

- C. The Purpose of Evaluation

The Superintendent of Schools shall delegate the responsibility for the teacher performance evaluation process to the administrator in charge of the operating unit, hereafter referred to in this policy as the principal and/or building administrator.

The teacher performance evaluation process shall:

1. Serve as a basis for the improvement of instruction;
2. Enhance the implementation of programs of curriculum;
3. Serve as the measurement of effective performance for individual teachers and serve as documentation for ineffective performance;
4. Serve as a measurement of the professional growth and development of teachers.

D. Definitions

For purposes of this policy, the following definitions apply:

1. "Teacher" is defined as any person who holds an interim, alternative, initial, or professional Teacher license issued pursuant to the provisions of article 60.5 of title 22 and/or Career and Technical Education authorization (Policy 4141.4) and who is employed by the District to instruct, direct, or supervise an education program.
2. "Probationary Teacher" is defined as either 1) a District teacher who has not yet received a rating of effective for three consecutive years per the District's evaluation process and who has not been hired for the following year; or 2) a non-probationary teacher whose performance is deemed partially effective or ineffective for two consecutive years under the terms of this policy and Policy 4170.1 (Appeal);
3. "Non-probationary Teacher" is defined as a teacher who has completed three (3) consecutive years of effective teaching within the District per the District's evaluation process as set out in this policy or who maintained non-probationary status on July 1, 2013. As of July 1, 2014, any non-probationary teacher rated "ineffective" or "partially effective" for two consecutive school years will lose non-probationary status and revert to probationary status.
4. "Evaluator" refers to those individuals who hold a proper Colorado license and/or have received training in the District's evaluation process.
5. "Specialized Service Professionals" or "SSPs" means licensed personnel who provide support to teachers and students in areas that involve students' physical, emotional, and social health and well-being. SSPs include audiologists, occupational therapists, physical therapists, school counselors, school nurses, school orientation and mobility specialists, school psychologists, school social workers and speech and language pathologists.
5. "Performance Rating Levels" describe performance on professional practices with respect to the quality standards. The four Performance Evaluation ratings for teachers shall be ineffective, partially effective, effective, and highly effective.
6. "Evaluation Process" takes place when a teacher's performance is directly or indirectly

observed, and feedback is provided to the teacher that is designed to improve teaching performance.

7. “Element” means the detailed description of knowledge and skills that contribute to effective teaching and leading, and which corresponds to a particular Teacher Quality Standard.
8. “Equity Pedagogy” refers to a commitment to a diverse population of students, demonstrated by the creation of an inclusive and positive school culture and strategies that meet the needs of diverse student talents, experiences and challenges. Equity pedagogy values students’ individual backgrounds as a resource and utilizes approaches to instruction and behavioral supports that build on student strengths.
9. “Measures of Student Academic Growth” mean the methods used for measuring student learning in order to evaluate licensed personnel.
10. “Performance Evaluation Rating” means the summative evaluation rating assigned to licensed personnel and reported to the State Department of Education on an annual basis. It is the equivalent of a “performance standard,” as defined in section C.R.S. § 22-9-103 (2.5). The four Performance Evaluation ratings for teachers shall be: ineffective, partially effective, effective, and highly effective.
11. “Professional Practice” means the behaviors, skills, knowledge and dispositions that Educators should exhibit. Teacher Quality Standards I-V address the Professional Practice standards for Educators in Colorado.
12. “Statewide Summative Assessments” relate to Quality Standard (VI) and mean the assessments administered pursuant to the Colorado student assessment program created in section C.R.S. § 22-7-409 or as part of the system of assessments adopted by the State Board pursuant to section C.R.S. § 22-7-1006.
13. “Measures of Student Learning” means the change in student achievement in relation to Colorado Academic Standards for an individual student between two or more points in time, which shall be determined using multiple measures, one of which shall be the results of Statewide Summative Assessments, and which may include other standards-based measures that are rigorous and comparable across classrooms of similar content areas and levels. Student Academic Growth also may include gains in progress towards postsecondary and workforce readiness. Student Academic Growth may include progress toward academic and functional goals included in an individualized education program and/or progress made towards Student Academic Growth Objectives.
14. “Student Learning Objectives” mean a participatory method of setting measurable goals, or objectives for a specific assignment or class, in a manner aligned with the subject matter taught, and in a manner that allows for the evaluation of the baseline performance of students and the measureable gain in student performance during the course of instruction.
15. “Teacher Quality Standard” means the Professional Practices or focus on Student

Academic Growth needed to achieve effectiveness as a Teacher.

16. “Final Effectiveness Rating” derives from two different cumulative sets of data. The professional practice rating based on the quality standards (I-V) will make up fifty percent of the rating with the quality standard (VI) measure of student learning, making up the other fifty percent of a teacher’s final effectiveness rating. A teacher whose final rating is “ineffective” or “partially ineffective” is deemed ineffectively performing. A teacher whose final rating is “effective” and “highly effective” is deemed effectively performing.
17. “Remediation Process” means the method used to address the teaching performance of a teacher who has been identified as partially effective or ineffective and whose performance has not sufficiently improved. Such method may include a Directed Improvement Plan (discussed below).

PART ONE **EVALUATION PROCESS**

The evaluation process consists of the following steps, beginning with training and ending with the development of professional growth goals and an individual professional growth plan for the subsequent year.

A. Training/Orientation

All teachers and evaluators must be trained on the evaluation system. This will facilitate common foundational knowledge across the District.

1. Teachers

Training and follow-up will orient teachers to measures used by the assigned evaluator during evaluation. Such training and orientation will also help ensure that new educators to District evaluation will have sufficient knowledge to actively participate in their own evaluation. In addition, the training/orientation sessions will provide a forum to review the evaluation system and to learn of any changes.

The timing of the training and orientation should be geared toward giving teachers sufficient notice of the measures used prior to the beginning of the evaluation process and to answer questions regarding the same. Typically, the training and orientation should take place within the first 15 working days of each school year.

2. Evaluators

The success of a program of evaluation depends upon a high level of skill and training of all participants in the process. The District shall provide a minimum of eight hours of training on the Colorado State Educator Evaluation System and ten hours of training on inter-rater reliability using approved materials from the State Department of Education. As required by Colorado law, all performance evaluations must be conducted by an individual who has completed a training in evaluation skills that has been approved by the Department

of Education. Teachers may fill the role of an evaluator if they are a designee of an individual with a Principal or Administrator license and have completed an approved training on evaluation.

B. Self-Assessment

Each educator will complete a self-assessment by the end of the first 20 calendar days of the school year. The goal of this step in the process is to provide the person being evaluated with an opportunity to reflect on personal performance and goals moving forward.

C. Review of Goals and Performance Plan

Soon after the teacher's self-assessment has been completed, the evaluator and teacher being evaluated should review the school's goals to ensure alignment with the goals included in the educator's performance plans (including professional growth, if applicable), such review may take place during the observation pre-conference.

D. Mid-year Review

At any time prior to January 15, the teacher being evaluated and the evaluator should schedule time to review the teacher's performance to date and progress toward achieving school and personal goals. As a result of this review, the teacher being evaluated should have an understanding of his or her potential effectiveness rating based on evidence available to date. At the discretion of the building principal, a mid-year Directed Improvement plan may be developed to support the teacher in making improvements prior to a final rating at the end of the school year.

E. Evaluator Assessment

Evaluators should review the performance of teachers being evaluated throughout the year and record their ratings on the rubric as such information is collected. This is not an end of the year activity, but rather one that is conducted in a continuous manner. The evaluator should complete the rubric prior to the end-of-year review.

F. End-of-Year Review

The evaluator and teacher being evaluated should discuss the educator's performance ratings on the evaluation rubric and measures of student learning, self-assessment ratings, artifacts and any evidence needed to support the evaluator ratings. This discussion will take place no later than 15 working days prior to the end of the school year.

G. Final Professional Practices Ratings

All evaluators will communicate Final Professional Practices Ratings to all teachers by June 30. Should the evaluator and teacher being evaluated not agree on the final ratings during the end-of-year review, they should determine what additional evidence is needed in order to arrive at the correct rating. While the 15 working day period prescribed in item 6 above

should provide adequate time to collect and summarize the evidence and to determine a final rating, each circumstance should be assessed individually.

H. Goal-setting and Performance Planning

Using the element and standard ratings, comments and artifacts discussed during the end-of-year review, and the establishment of final ratings, the teacher should develop a professional growth plan and new student learning targets designed to address any areas in which growth and development are needed, professional development or training required, and other resources needed to fully implement the professional growth plan. This plan will be shared with the evaluator at the beginning of the next school year.

- I. "Evaluation Rubric" refers to the Colorado State Evaluation Model which shall be used to evaluate teachers in this policy. As the State Evaluation Model is constantly evolving, the District and the Cherry Creek Education Association shall for the purposes of this policy always refer to the most recent version(s) of quality standards and elements as mandated by the state. These documents can be found on the Colorado Department of Education's webpage at:

<http://www.cde.state.co.us/educatoreffectiveness/>

- J. "Administrator" shall be defined as any individual holding administrative license in the state of Colorado whose position falls under the definition of "Administration" in Policy 4135(B) and who has been trained in the District's evaluation process.
- K. "Evaluator" refers to those individuals who hold a proper Colorado administrative license or who have received the required training in the District's evaluation process to include the Evaluation Rubric.

PART TWO
EVALUATION PROCEDURES

All licensed teachers are evaluated according to the following procedures:

- A. At the beginning of each school year, the Office of Human Resources will assign, through the automated system, teachers to be evaluated for that year to the principal of each building or to the administrator in charge of a program.
- B. If a teacher is assigned to more than one facility, the Office of Human Resources will identify the evaluator(s) for each teacher who is assigned to more than one facility.
- C. Once the teacher's yearly evaluation cycle has begun, there shall not be any substantive changes to the forms, documents or materials used in the evaluation process unless mandated by statute or the Colorado Department of Education or unless mutually agreed upon by the District and the Cherry Creek Education Association.
- D. The teacher shall be responsible for the following:

1. Reviewing all required evaluation documents including the Evaluation Rubric and evaluation materials;
 2. Sending his/her professional growth plan/goals to their evaluator for review;
 3. Providing additional artifacts/evidence to support rating levels under consideration;
 4. Preparing/completing self-evaluation, goal setting, and performance plans to be used in discussion and provide them to his/her evaluator in advance of the discussion. Any of these documents submitted by the teacher to the evaluator will be deemed working (not final) documents to be re-assessed throughout the school year;
 5. Confering with the evaluator regarding the evaluation process, especially if there are any questions or concerns regarding the evaluation process;
 6. Providing, at his/her discretion, the evaluator with evidence/artifacts supporting a request for a rating change for any element(s) in dispute;
 7. Developing and implementing strategies to improve performance in areas identified during the observation and/or within the evaluation process.
- E. An evaluator shall be responsible for the following:
1. Reviewing all required evaluation documents including the Evaluation Rubric and evaluation materials;
 2. Encouraging a thoughtful, comprehensive and honest approach to self-assessment;
 3. As needed, hold periodic conferences with the teacher being evaluated to determine what sources of evidence/artifacts will be used to measure performance against professional practices;
 4. Reviewing professional growth plan/goals and suggesting revisions;
 5. Providing on-going feedback;
 6. Scheduling mid-year and end-of-year reviews;
 7. Providing enough feedback regarding each observation to allow the teacher to reasonably assess performance and areas for growth;
 8. Conducting a mid-year review with the teacher. Any document submitted by the evaluator to the teacher during this mid-year review will be deemed a working (not final) document to be re-assessed throughout the school year and up until the final summative evaluation;
 9. Assessing the need for the substance and timing of a Directed Improvement Plan, particularly where there is a concern that the teacher may earn an ineffective or partially ineffective rating;

10. Ensuring the contents of the summative evaluation are an accurate reflection of the teacher's performance to include the review of any evidence/artifacts that may support a rating change and adopting such change if the evaluator deems appropriate to do so;
 11. Conducting evaluation observations and conferences, including all aspects of the District's evaluation process, in a manner consistent with the legal and constitutional rights of the teacher;
 12. To the extent that any timelines discussed in this policy are deemed impracticable for the evaluator, to seek agreement from any affected teacher for an extension of time to complete the given task. Such extension should not adversely affect the teacher in any substantive way and should not exceed five (5) working days;
 13. In those cases where a teacher is assigned to more than one facility, an evaluator from each facility where the teacher is assigned will provide input for the Mid-Year conference and the final draft of the final professional practice rating.
- F. Formal Observation Process: Every teacher will be evaluated through a Formal Observation Process. The teacher and evaluator will mutually agree on one of two types: Traditional and Flexible. In either case, the evaluator will observe the teacher for a minimum of 40 minutes over the course of the school year.
1. The Traditional Observation Process will involve a pre-observation conference, a formal observation, and a post-observation conference between the evaluator and the teacher.
 - a. Pre-Observation Conference: The "Pre-Observation Conference" shall be defined as a meeting between the evaluator and the teacher to be held prior to a formal observation. The intent of this conference is to discuss the lesson to be observed and other related topics as appropriate.
 - b. Formal Observation: The term "formal observation" shall be defined as an evaluator observing a teacher's performance and creating a record of matters observed, and an analysis of the activity(s) observed and memorialized. The length of the formal observation will be determined by the evaluator and span enough time to reasonably assess the teacher's performance. The formal observation will include a pre- and post-observation conference.
 - c. Formal observations are generally planned in advance by the evaluator and the teacher. The number of formal observations shall comply with the requirements set forth in this policy. It is recognized that additional formal observations (along with informal observations) may occur as appropriate in the view of the evaluator.
 - d. Post-Observation Conference: The "Post-Observation Conference" shall be defined as a meeting between the evaluator and the teacher after a formal observation. The purpose of this conference is to review the evaluator's judgments of the teacher's performance based on the formal observation.

- e. Post-observation conferences in the formal observation process must be held within a reasonable timeframe, but no later than six (6) working days after the formal observation. An extension of time may be mutually agreed upon.
 2. The Flexible Observation Process will also include a pre-observation(s) conference, formal observation(s), and a post-observation(s) conference between the evaluator and the teacher. Each of these will take place at an appropriate time(s) as determined by the evaluator and teacher. The length of any one observation may vary but should last ten (10) minutes or more in length. Taken together, all observations should last at least forty (40) minutes.
- G. Informal Observation: At any time, an evaluator may conduct informal observations. Informal observations are defined as unscheduled observations of a teacher that may take place as an evaluator visits a classroom, helps a student, or otherwise observes a teacher in an interaction which reflects that teacher's performance of professional duties. The informal observation will not include a pre-observation conference but may include a post-observation conference.

Informal observations allow an evaluator to gather additional data. Such observations would not require any conferences with the teacher unless they lead the evaluator to have concerns about the teacher's performance. If the evaluator plans to include the concern in a formal observation report, the evaluator will place the teacher on reasonable notice of the details of the concern at a post-observation conference within six (6) working days of the observation.

It is recognized that informal observations along with additional formal observations may occur as appropriate in the view of the evaluator.

- H. Informal, formal, and additional formal observations may occur as appropriate per the discretion of the administrator. Determining the overall professional practice rating must include direct observation and may include, but not be limited to, the following additional data sources/artifacts:
1. Discussions/conferences with teacher;
 2. Participation in committee and meetings;
 3. Review of materials and resources;
 4. Review of student assignments and student work;
 5. Parent, student, and/or peer feedback;
 6. Physical appearance of the classroom;
 7. Disciplinary referrals;
 8. Review of lesson plans and curricular scope/sequence;
 9. Review of assessment tools/measures;

10. Documentation of professional growth experiences;
 11. Documentation of policy/procedure compliance.
- I. For any Quality Standard or element in which the teacher and the evaluator are not in agreement the teacher may choose to provide evidence/artifacts supporting a revision to the evaluator. The evaluator will use the evidence/artifacts in reassessing the quality standard or element not in agreement. Such reassessment may or may not change the evaluator's rating.
 - J. The teacher's Summative Evaluation Report must be acknowledged by the evaluator and teacher by signing electronically. Within six (6) working days of receiving the document, the teacher will acknowledge the document. Such acknowledgment will only indicate that the report was received, it will not necessarily indicate the teacher's agreement with the contents of the report in whole or in part. If the teacher wishes to respond to the evaluation report, he/she will do so electronically within the same six (6) working days provided for acknowledging the document. The teacher will provide the response to both the evaluator and the Office of Human Resources.
 - K. The evaluator will have a final conference with the teacher to discuss the final Teacher Evaluation Report. This final conference must occur before submitting the Report to the Office of Human Resources.
 - L. Quality standard (VI), measures of student learning, shall be determined by combining both collective and individual attribution. The collective attribution will be the school composite score for each individual building while parameters for the individual attribution will be established during the 2014-2015 school year.
 - M. The process of conducting evaluation observations and conferences, including all aspects of the evaluation and remediation process, shall be handled so as to observe the legal rights of the teacher. No evaluation/remediation information shall be gathered by electronic devices, such as remote-video microphones, cameras or recorders, without the consent of the teacher. This does not apply to the use of electronic devices used for note taking during observations.

I. Evaluation Process for Non-teaching Licensed Personnel

- A. These teachers are assigned to responsibilities other than a regular classroom. These assignments include but are not limited to the following: Deans, community administrators, activities directors, athletic directors, coordinators and teachers on special assignment.
- B. Assignments of this nature require that the evaluator determines a job description appropriate to the position.
- C. The evaluator will use the district developed professional practice rubric(s).
- D. For any teacher for which evaluation responsibilities are delegated as any or part of their job, their performance evaluation will include their ability to effectively evaluate teachers.

II. Procedure for Probationary Teachers

- A. All probationary teachers will be evaluated yearly.
- B. Probationary teachers will be subject to two (2) formal observations and one (1) Mid-Year Review during the first half of the school year.
- C. Procedures for conducting evaluation will be determined by the evaluator with input from the teacher. The evaluation will include the regular collection of data and feedback and improvement opportunities that are reasonably and timely provided.
- D. The Mid-Year Review for all probationary teachers will take place on or before December 15. During this review, progress toward achieving school and personal goals should be discussed and the teacher should have a clear understanding of their potential effectiveness rating based on evidence available to date. The Mid-Year Review should provide enough feedback to allow the teacher to reasonably assess and improve upon any performance deficiencies.
- E. Probationary teachers will be subject to two (2) formal observations and a final professional practice rating during the second half of the school year. The evaluator shall complete this Summative Evaluation Report and hold the discussion with the teacher regarding its contents not later than May 1 of each school year.
- F. Beginning with evaluations conducted during the 2014-15 school year, as required by Colorado law, a teacher whose performance is deemed ineffective shall receive written notice that his or her Performance Evaluation Rating shows a rating of ineffective, a copy of the documentation relied upon in measuring his or her performance, and identification of deficiencies.

III. Procedure for Non-Probationary Teachers

- A. Non-probationary teachers shall receive an evaluation every year.
- B. The administrator in charge of a building or unit where teachers are assigned is responsible for the evaluation process of all licensed employees assigned to the building or unit. The administrator may delegate evaluations to one or more individuals holding a principal or administrator license and/or who have been trained in the District's evaluation process.
- C. Procedures for conducting evaluations will be determined by the evaluator with input from the teacher. The evaluation will include regular collection of data and feedback and improvement opportunities that are reasonably and timely provided.
- D. The Mid-Year Review for non-probationary teachers will take place no later than January 15 of every school year. However, the Mid-Year Review for any non-probationary teacher who may be deemed ineffective on the summative evaluation will have taken place on or before December 15. Additionally, at the discretion of the building principal, a mid-year Directed Improvement Plan will be created and monitored throughout the remainder of the evaluation cycle.

- E. Beginning with evaluations conducted during the 2014-15 school year, as required by Colorado law, a teacher whose performance is deemed ineffective shall receive written notice that his or her Performance Evaluation Rating shows a rating of ineffective, a copy of the documentation relied upon in measuring his or her performance, and identification of deficiencies.
- F. Beginning with evaluations conducted during the 2014-15 school year, for a non-probationary teacher, a rating of partially effective or ineffective shall be considered the first of two consecutive years of ineffective performance that results in loss of non-probationary status. Non-probationary status in this instance shall only be lost if the teacher is subsequently rated partially effective or ineffective during the following year in which they are employed as a teacher in the District. A non-probationary teacher must maintain an effective or higher rating to retain non-probationary status.

IV. Process for Addressing Evaluation Concerns

- A. Any non-probationary Teacher who has received his or her first year partially effective or ineffective rating may choose to file a year-one evaluation grievance (Procedure 4170.1) The evaluation grievance must be filed within 11 working days after receiving his or her partially ineffective or ineffective rating on the final summative evaluation report. The teacher filing the appeal will communicate to his/her evaluator that such an appeal is being made per the requirement in Procedure 4170.1. This procedure satisfies the just cause and due process outlined in Policy 4134 as it relates only to evaluation grievances.
- B. Any teacher who may be and/or is deemed ineffective in any one or more of the performance standards shall receive assistance through the Directed Improvement Plan and, if necessary, a Remediation Plan, as discussed in Part III, below.
- C. The Office of Human Resources will document the number of mid-year Directed Improvement Plans created for non-probationary teachers each year and, upon request, share this information with the Association no later than February 1 of each school year.

PART THREE REMEDIATION PROCESS

If the evaluator determines that performance concerns exist, the principal or site administrator will contact the Office of Human Resources to ascertain what steps will be taken to address the issue. With the agreement of the Office of Human Resources, the principal or site administrator may develop a Directed Improvement Plan for the teacher. This plan will specifically address those areas of concern, and include correlating support resources and a timeline for implementation.

At the end of the timeline specified, if the principal or site administrator does not observe improved performance in targeted elements, the teacher will be moved to Remediation. If the principal or site administrator determines that performance in the targeted areas has improved, the teacher will be removed from the Directed Improvement Plan. Removal from the Directed Improvement Plan does not necessarily render the teacher's performance effective.

A. Directed Improvement Plan

1. The Directed Improvement Plan (“DIP”) may be implemented at any time, including at mid-year, but no later than the end of the school year in which the teacher may be deemed ineffective. A mid-year DIP represents an optional, intermediary step to provide further support prior to an end of the year DIP, if one becomes necessary.
2. The evaluator will direct the DIP. The evaluator will place the teacher on reasonable notice of the areas to address, steps for improvement, and timelines for additional observations and conferences. The evaluator will do so either via e-mail and/or in hard copy form. To the extent that a teacher has questions or concerns regarding the DIP, the teacher will timely submit the same via e-mail and/or in hard copy form.
3. At minimum, the DIP will include the following:
 - a. An in-person meeting to discuss the DIP; and
 - b. Sufficient time for the teacher to improve in relation to the performance concerns; and
 - c. Three additional formal observations and feedback regarding the same submitted to the teacher within six (6) working days after each observation; and
 - d. To the extent that the teacher disagrees with any portion of the feedback given, the teacher may submit a written response within six (6) working days. The teacher may also submit artifacts throughout the DIP, including as part of any response.

B. Remediation Plan

1. If a teacher's performance is judged by the site/program administrator to be ineffective, and the performance of the teacher has not sufficiently improved as a result of the evaluation process, and or the DIP, the site/program administrator can move the teacher to the remediation process following two (2) DIP processes lasting a minimum of sixty (60) calendar days each within the teacher’s work year. The principal will notify the teacher of the decision to move to the remediation process. The site/program administrator will also notify the teacher of his/her right to representation during the remediation process.
2. The principal will timely hold a conference with the teacher. This conference should take place within six (6) working days after delivery of the notification of movement from DIP to the remediation process.
3. At the conference, the site/program administrator, the teacher and any other appropriate personnel, will a) Review specific performance concerns; and b) Formulate a written remediation plan including the following:
 - a. Objectives for improving the identified performance concerns;
 - b. Identification of resources and assistance available to implement the objectives;

- c. A timeline for completing the objectives;
- d. Criteria by which the attainment of the objectives will be measured;

How they will monitor progress on the remediation plan objectives to include the timing of conferences.

- 4. If agreement on any or all of the above items contained in this Part Three cannot be reached, the principal is responsible for the final decision.
- 5. Following completion of the timeline established in the remediation plan, the principal and teacher will meet to review the remediation process. The principal will share either electronically or in writing whether the teacher has corrected the identified performance problems. The principal will then make a recommendation to the Superintendent. This recommendation will include next steps for action.

TEACHER REMEDIATION REPORT

Teacher's Name: _____ School: _____

Teaching Assignment: _____

Evaluator's Name: _____ Title: _____

Date: _____

- 1. Directed Improvement Plan (Evaluator: You must attach documentation of plan(s.)

Date(s)

- 2. NOTIFICATION of movement to Remediation:

(Attach copy) (Date) (Delivered by)

- 3. CONFERENCE to review specific concerns and develop Remediation Plan:

(Attached Remediation Plan) (Date) (Attended by)

- 4. RECORD of Remediation Plan monitoring: (Attach additional information as needed.)

FORMAL OBSERVATIONS CONFERENCES

(Date/Time) (Date/Time) (Date/Time) (Date/Time)
