

## FORWARD

The Lancaster School District is committed to the concept of educational accountability and decentralized management. A great deal of effort has been put forth to design, develop, and implement systems of accountability that focus on meeting the District's goals and objectives.

Systematic and careful evaluation is a most significant element of any accountability system. Continually looking at outcomes provides a base for refinements and changes necessary to continue to improve the quality of instruction.

The evaluation system contained herein was developed by educators and provides a solid foundation for accountability. It is unusual in that it is not static, but always being evaluated and modified to meet the needs of the personnel within the District.

## PREFACE

This handbook should serve as a guide to the implementation of the Stull Bill and later amended by Senate Bill 813. A full knowledge and understanding of the many intricacies encountered can be realized through the enlightenment of the individual using the handbook. Involvement is important. Knowing what is expected of you is paramount to your success.

Under the law, each school district must adopt specific evaluation and assessment guidelines that address:

1. The progress of pupils toward the established standards of expected pupil achievement at each grade level in each area of study.
2. The instructional techniques and strategies used by the employee.
3. The employee's adherence to curricular objectives.
4. The establishment and maintenance of a suitable learning environment within the scope of the employee's responsibilities.

The evaluation must include recommendations for improvement, if needed; by completed and transmitted to the employee in accordance with the provisions of Article 5.5 (Education Code) Sections 44660-44664; and permit the certificated employee to write a response to the evaluation.

## HOW TO USE

This Plan for Evaluation is based upon the recognition of the need for a packet of materials easily understood, readily available and feasibly adaptable to each individual's unique desires.

The Law requires that each certificated employee develop and continuously monitor and, if necessary, modify and individual instruction plan. This will serve as the basis for the evaluation of performance. As such, the plan includes the employee's instructional objectives, standards of performance, instructional processes and other mutually determined components of the employee's job, and the evaluation of his/her performance. The plan will be in a constant state of revision and change.

In addition to materials pertinent to the required implementation of materials and forms to enhance the employees total view of his/her instructional program. Please accept these materials in the spirit of the desire to assist you in your development of a learning plan.

## PURPOSE OF CERTIFICATED STAFF EVALUATION

### 1.0 Philosophy

- 1.1 The basic purpose of the evaluation of certificated staff shall be for the improvement of instruction. This evaluation will be factual and based on objective observations. It is essential that the process be a cooperative effort. Every effort should be attempted that will aid a certificated employee to improve his or her individual performance in the learning situation for each child.

### 2.0 Objectives

- 2.1 The purpose of the evaluation system shall be to improve the instructional performance and techniques of certificated employees.
- 2.2 The purpose of the evaluation system is to provide a systematic assessment of certificated staff performance in order that a recommendation can be made.
- 2.3 All evaluations shall be objective and in writing.
- 2.4 The process shall be a cooperative effort involving both the evaluator(s) and the evaluatee.
- 2.5 The process must be easily communicable to both the staff and to the community.
- 2.6 The process must be valid; that is, the process implies a system that has proven the relationship between the evaluatee's evaluation and measured pupil performance.
- 2.7 The process will be such that the judgment of an evaluatee's competency will be accepted as fair and reasonable.
- 2.8 The process will upgrade the total educational program.
- 2.9 The process will be used as an orientation of the certificated employees new to the evaluation system and/or the school.
- 2.10 The evaluation process stresses growth for all certificated personnel.
- 2.11 The evaluation process takes into consideration the particular situation in which each evaluatee performs his/her job.
- 2.12 The evaluation process shall insure that an evaluatee's weaknesses will be called to his/her attention, and that time and assistance will be extended for their correction before the final recommendations will be submitted to the Board of Trustees. (E.C. 44934-44946)

## LANCASTER SCHOOL DISTRICT

### EDUCATIONAL PHILOSOPHY AND GOALS

#### PHILOSOPHY

The Schools of the Lancaster School District strive to provide an outstanding program of general education for all students in the District. This education is provided to aid the students to become effective citizens in a democracy, acquire knowledge of our culture, and to grow as individuals in the mental, physical, social, and moral phases of living. The Board of Trustees, administrative staff, faculty, and classified members are committed to giving every child the opportunity to participate in the best school program possible.

#### EDUCATIONAL GOALS

It is the express purpose of the Lancaster School District to provide the best possible educational programs that will help each individual to develop to his or her highest potential and to function as a responsible member of a changing democratic society. The District shall focus its educational efforts toward the attainment of the following educational goals for the Lancaster School District.

## SYNOPSIS

The Stull Bill, as amended, applies to all personnel.

### PERMANENT PERSONNEL

1. It calls for a 30-day written notice of intent to discharge by a majority vote of the Board. Such notice may not be served between May 15 and September 15 of any year if the charge is incompetence or unprofessional conduct.
2. The employee has a right to request a hearing within 30 days. If so requested, the hearing must commence within 60 days of such request.
3. The hearing shall be by a Hearing Officer where the charges for dismissal are based on advocating acts of criminal syndicalism; physical or mental condition; conviction of a crime or felony; violation of Section 51530, Education Code; Section 1028, Government Code; Sections 7001-7007, Education Code; or membership in the Communist Party. The decision of the Hearing Officer shall be binding on the Board.
4. The hearing shall be conducted by a Commission on the Professional Competence in case the charges for dismissal are based on immoral or unprofessional conduct; dishonesty; incompetence; evident unfitness for service; or persistent violation of, or refusal to obey, school laws or Board regulations.
5. The Commission on Professional Competence shall consist of:
  - a. A Hearing Office of the State Office of Administrative Procedure (the Chairman).
  - b. One member selected by the Board
  - c. One member selected by the employee.The two selected members shall have five years of experience in specific educational function of the accused.
6. The decision of the Commission shall be binding on the Board.
7. In addition, the act mandates that local Boards shall develop and adopt specific evaluation and assessment guidelines for the evaluation of each certificated employee.
8. For probationary employees, an annual evaluation is mandated.
9. For permanent employees, an evaluation is mandated at least every two years.

## EVALUATION TIMELINES

2024/2025

Site Orientation	<b>AUGUST 9, 2024</b>
Pre-Observation Conference	<b>BEFORE SEPT. 20, 2024</b>
Initial Formal Observation	<b>BEFORE NOV. 1, 2024</b>
Mid-Course Corrections in place	<b>December 2024</b>
“Intent to Discharge Conference”	<b>Late January/ Early February</b>
Official Notification of Non-rehire (requires Board action)	<b>Prior to March 14, 2025</b>
FINAL EVALUATION DUE	<b>BY APRIL 17, 2025</b>

### ❖ **If you receive a mid-year hire, follow this timeline:**

- Pre-observation Conference- 30 days after the employee's first day of work
- Initial Formal Observation- 60 days after the employee's first day of work
- Mid-Course corrections- as needed
- Intent to Discharge Conference- Late January/Early February
- Final Evaluation- same as all teachers
- Contract HRS if the new teacher comes late in the year or you have questions

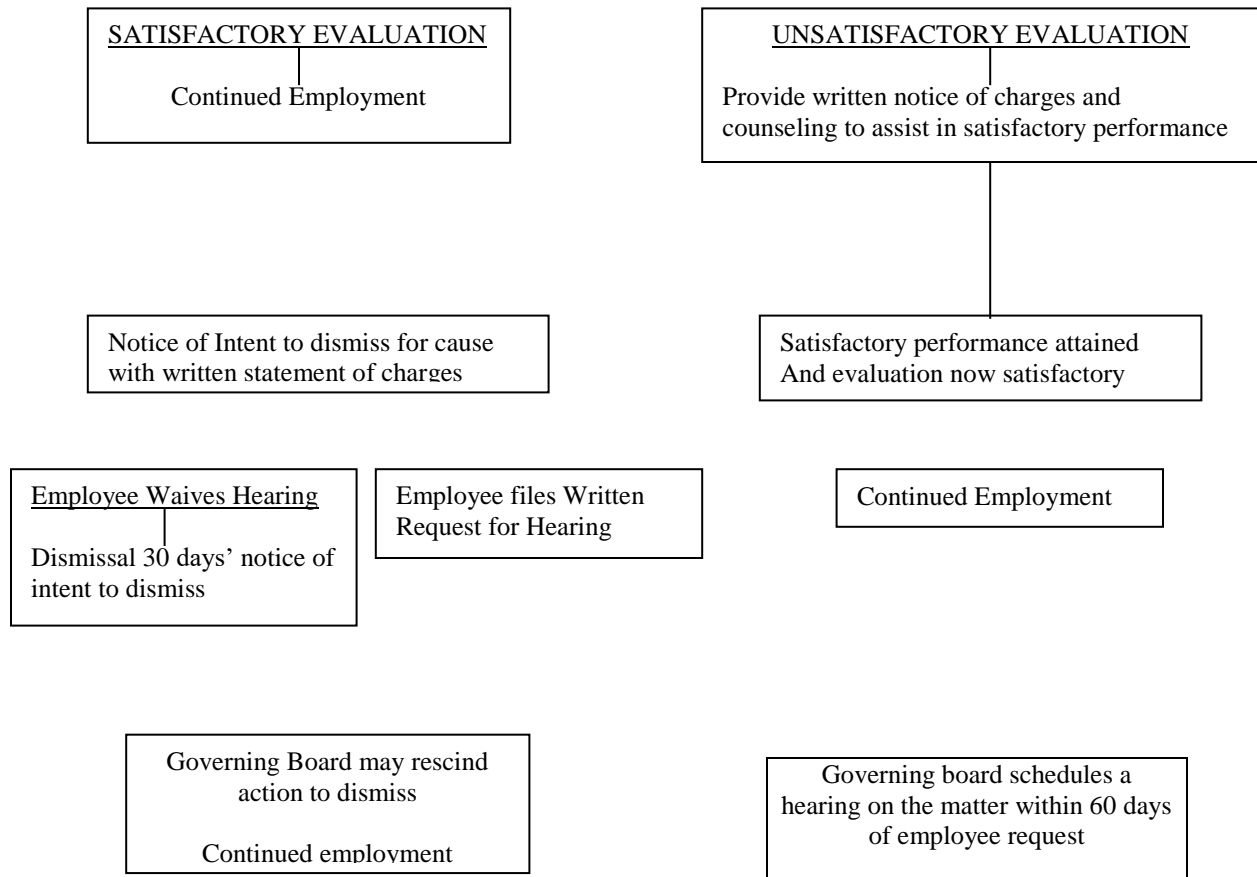
## ❖ DISTRICT GOALS

1. Engage students in the school community through rigorous and relevant learning, assessment, and extracurricular activities targeting academic achievement.
2. Increase District and community collaboration and mutual advocacy.
3. Expand staff expertise through directions ensuring that all students meet District standards.
4. Develop proactive fiscal direction.
5. Develop educationally sound facilities.



## PROCEDURAL DIGEST FOR PERMANENT TEACHER DISMISSAL ACTIONS

### REGULAR EVALUATION



Hearing conducted by Commission of Professional Competence for specific causes (immoral or unprofessional conduct, dishonesty, incompetence, evident unfitness for service, violation or refusal to obey school laws of the State or regulations of the School Board	Hearing conducted by Hearing Officer for specific causes (criminal acts, physical or mental unfitness, conviction of felony, violation of Education code, membership in Communist party)
Disposition made by majority vote of three-member Commission. Decision is binding on Governing Board.	Hearing officer recommends dismissal or Retention of employee.

## GOALS OF EDUCATION

It is the express purpose of the Lancaster School District to provide the best possible educational programs that will help each individual to develop to his or her highest potential and to function as a responsible member of a changing democratic society. The District shall focus its educational efforts toward the attainment of the following educational goals for the Lancaster School District:

- 1.0 THE INSTRUCTIONAL PROGRAM WILL PROVIDE EACH CHILD WITH THOSE SKILLS, ATTITUDES, AND KNOWLEDGES THAT WILL ENABLE HIM TO COMMUNICATE EFFECTIVELY IN THE ENGLISH LANGUAGE (INCLUDING READING, WRITING, LISTENING, SPEAKING, OBSERVING, AND INTERPRETING).
- 2.0 THE INSTRUCTIONAL PROGRAM WILL PROVIDE EACH CHILD WITH THOSE SKILLS, ATTITUDES, AND KNOWLEDGES THAT WILL ENABLE HIM TO UTILIZE EFFECTIVELY MATHEMATICS, NATURAL SCIENCES, AND SOCIAL SCIENCES.
- 3.0 THE INSTRUCTIONAL PROGRAM WILL PROVIDE EACH CHILD WITH THOSE SKILLS, ATTITUDES, AND KNOWLEDGES THAT WILL ENABLE HIM TO DISCOVER, THINK CRITICALLY AND CREATIVELY, EVALUATE BASED ON FACTS AND DEVELOP INTELLECTUAL CURIOSITY.
- 4.0 THE INSTRUCTIONAL PROGRAM WILL PROVIDE EACH CHILD WITH THOSE SKILLS, ATTITUDES AND KNOWLEDGES THAT WILL ENABLE HIM TO ADJUST TO A RAPIDLY CHANGING ENVIRONMENT.
- 5.0 THE INSTRUCTIONAL PROGRAM WILL PROVIDE EACH CHILD WITH THOSE SKILLS, ATTITUDES, AND KNOWLEDGES THAT WILL ENABLE HIM TO ACQUIRE A POSITIVE ATTITUDE TOWARD LEARNING AND THE LEARNING PROCESS.
- 6.0 THE INSTRUCTIONAL PROGRAM WILL PROVIDE EACH CHILD WITH THOSE SKILLS, ATTITUDES, AND KNOWLEDGES REQUIRED FOR HIS OWN ECONOMIC WELL-BEING AND THAT OF SOCIETY IN GENERAL.
- 7.0 THE INSTRUCTIONAL PROGRAM WILL PROVIDE EACH CHILD WITH THOSE SKILLS, ATTITUDES, AND KNOWLEDGES REQUIRED FOR RESPONSIBLE, PARTICIPATING CITIZENSHIP IN A DEMOCRATIC SOCIETY.
- 8.0 THE INSTRUCTIONAL PROGRAM WILL PROVIDE EACH CHILD WITH THOSE SKILLS, ATTITUDES, AND KNOWLEDGE REQUIRED TO DEVELOP APPRECIATION AND RESPECT FOR THE WORTH AND DIGNITY OF INDIVIDUALS.

Goals of Education (continued)

- 9.0 THE INSTRUCTIONAL PROGRAM WILL PROVIDE EACH CHILD WITH THOSE SKILLS, ATTITUDES, AND KNOWLEDGES REQUIRED IN THE DEVELOPMENT OF A SET OF ETHICS AND VALUES BY WHICH HE MAY DIRECT AND EVALUATE HIS INDIVIDUAL BEHAVIOR.
- 10.0 THE INSTRUCTIONAL PROGRAM WILL PROVIDE EACH CHILD WITH THOSE SKILLS, ATTITUDES, AND KNOWLEDGES REQUIRED FOR INDEPENDENT SELF-DIRECTED LEARNING.
- 11.0 THE INSTRUCTIONAL PROGRAM WILL PROVIDE EACH CHILD WITH THOSE SKILLS, ATTITUDES, AND KNOWLEDGES REQUIRED TO USE HIS TIME PROFITABLY.
- 12.0 THE INSTRUCTIONAL PROGRAM WILL PROVIDE EACH CHILD WITH THOSE SKILLS, ATTITUDES, AND KNOWLEDGES THAT WILL ENABLE HIM TO DEVELOP A POSITIVE SELF-IMAGE.
- 13.0 THE INSTRUCTIONAL PROGRAM WILL PROVIDE EACH CHILD WITH THE OPPORTUNITY TO EXPLORE AND STUDY THE LIFE AND WORKS OF ARTISTS, MUSICIANS, AND NATURALISTS.

## TEACHERS ASSOCIATION OF LANCASTER

### ARTICLE XII

#### PROCEDURAL GUIDELINES FOR THE EVALUATION OF THE INSTRUCTIONAL STAFF

- 1.0 The District retains sole responsibility for the evaluation and assessment of performance of each unit member, subject only to the following procedural requirements. Accordingly, no grievance arising under this Article shall challenge the substantive objectives, standards, or criteria determined by the evaluator or District, nor shall it contest the judgment of the evaluator; any grievances shall be limited to a claim that the following procedures have been violated.
  - 1.1 Evaluations shall be processed in compliance with the stated “Guidelines for the Implementation of the Evaluation of Instruction,” and meet all legal and District calendar dates as they relate to staff evaluation. (See Appendix B).
  - 1.2 Probationary employees will be evaluated annually.
  - 1.3 Permanent employees will be evaluated at a minimum of once every two (2) years.
  - 1.4 A discussion of strategies, procedures, and techniques for reaching the standards of performance will take place between evaluator and evaluatee.
  - 1.5 A calendar for observations and conferences will be established.
  - 1.6 Conferences will be held following each observation. Such observations will be reduced to writing on District observation form.
  - 1.7 A completed copy of the Classroom Observation Conference form will be given to the employee at the conclusion of the post-observation conference.
  - 1.8 Follow-up Observations will be documented and receipted by the employee and copies given to him/her.
  - 1.9 During the conference, the degree of attainment for the standards of performance previously agreed to between the evaluator and evaluatee will be determined.
  - 1.10 A completed copy of the “Final Evaluation – Standards of Performance” will be given to the employee at the completion of the final evaluative conference.

## CALENDAR FOR USE IN EVALUATION OF TEACHERS (EXAMPLE)

All teachers should be evaluated as they begin a new assignment or leave the system.

### EXPLANATION OF HEADINGS USED IN REPORT

New Teachers	Teachers who are new to the system or who have taught fewer than three (or two years if hired after 07/01/83).
Teachers Having Problems	Teachers who received unsatisfactory ratings the previous school year, or who are not performing satisfactorily at the present time.
Permanent Teachers	Teachers who have been in the system at least three years (or two years if hired after 07/01/83), and are doing satisfactory work.

MONTH	NEW TEACHERS	TEACHERS HAVING PROBLEMS	PERMANENT TEACHERS
<b>FIRST 30 WORK DAYS</b>	<ol style="list-style-type: none"> <li>1. New teachers assisted by principals and assistant principals in getting adjusted.</li> <li>2. Teacher-principal conference held as needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers already identified as having difficulty ascertained.</li> <li>2. Specific programs planned.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers be evaluated at least once every two (2) years.</li> </ol>
<b>FIRST 60 WORK DAYS</b>	<ol style="list-style-type: none"> <li>1. Teachers observed by principals and assistant principals.               <ol style="list-style-type: none"> <li>a. Carefully planned teacher-principal follow-up conference.</li> <li>b. Principal-supervisor conference on result of <u>a.</u>, as needed.</li> </ol> </li> <li>2. All available resource personnel used at discretion of principal for teacher improvement:               <ol style="list-style-type: none"> <li>a. Assistant Principals</li> <li>b. Fellow (experienced) teachers</li> <li>c. Others as needed</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers observed by principals and assistant principals.               <ol style="list-style-type: none"> <li>a. Carefully planned teacher-principal follow-up conference.</li> <li>b. Principal-supervisor conference on result of <u>a.</u>, as needed.</li> </ol> </li> <li>2. All available resource personnel used as discretion of principal for teacher improvement:               <ol style="list-style-type: none"> <li>a. Assistant Principals</li> <li>b. Fellow (experienced) teachers</li> <li>c. Others as needed</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers observed and counseled whenever necessary.</li> <li>2. Procedures outlined for "Teachers Having Problems" observed by principal in working with teachers having difficulty.</li> </ol>

MONTH	NEW TEACHERS	TEACHERS HAVING PROBLEMS	PERMANENT TEACHERS
<b>FIRST 90 WORK DAYS</b>	<p>1. Observation and counseling continued whenever necessary.</p> <p>NOTE: <b><u>IMPORTANT!</u></b></p> <p>Where needed, letter stating problems and seriousness of situation sent to teacher and Personnel. A copy of this letter may be sent to the Assistant Superintendent, Human Resources Services.</p>	<p>1. Teachers already identified as having difficulty ascertained.</p> <p>2. Teacher-principal follow-up conference held to record observed strengths and weaknesses with improvement.</p> <p>3. Teachers observed by supervisor who makes recommendations.</p> <p>NOTE: <b><u>IMPORTANT!</u></b></p> <p>Where needed, letter stating problems and seriousness of situation sent to teacher. A copy of this letter may be sent to the Assistant Superintendent, Educational/Human Resources Services.</p>	<p>NOTE: <b><u>IMPORTANT!</u></b></p> <p>Where needed, letter stating problems and seriousness of situation sent to teacher. A copy of this letter may be sent to the Assistant Superintendent, Human Resources Services.</p>
<b>DECEMBER</b>	<p>1. Letters of "NOTE" in November, if not already written now.</p>	<p>1. Principal-supervisor conference held for teachers needing re-evaluation</p> <p>2. Letters of "NOTE" in November, if not already written, written now.</p>	<p>1. Letters of "NOTE" in November, if not already written, written now.</p>
<b>JANUARY</b>	<p>1. (First week) Final opportunity provided for letter to teacher and assistant Superintendent recommending evaluative action.</p>	<p>1. (First week) Final opportunity provided for letter to teacher and Assistant Superintendent recommending evaluation.</p> <p>2. Evaluation made by committee for recommendations of change status.</p>	<p>1. (First week) Final opportunity provided for letter to teacher and Assistant Superintendent recommending evaluative action.</p>

MONTH	NEW TEACHERS	TEACHERS HAVING PROBLEMS	PERMANENT TEACHERS
<b>FEBRUARY</b>		<ol style="list-style-type: none"> <li>1. Teachers observed by principals and assistant principals.</li> <li>2. Teacher-principal follow-up conference held.</li> <li>3. Final action concerning status of teacher</li> </ol>	
<b>MARCH</b>	1. All new teachers rated before March 1.	<ol style="list-style-type: none"> <li>1. Observation continued.</li> <li>2. Teacher-principal follow-up conference by March 1.</li> </ol>	
<b>APRIL</b>			1. Established teachers with continued good service rated every second year after the first two years unless some degeneration noted at which time a rating would be submitted.
<b>MAY</b>			
<b>JUNE</b>	All formal evaluation procedures completed and forms on all teachers evaluated sent to the Assistant Superintendent, Human Resources Services.		

## EVALUATEE'S ROLE IN THE EVALUATION PROCESS

1. Completely understand your input in the evaluation process.
2. Read and review this entire handbook, A Plan for the Evaluation of the Certificated Staff in the Direction of Learning.
3. Keep in touch with your supervisor; don't expect him/her to make all the contacts.
4. Develop your learning plan both independently and cooperatively.
5. Plan to develop a program of continuous self-evaluation.
6. Be prepared for each evaluation conference.
7. Take advantage of all materials available in developing your learning plan.
8. PLAN – EVALUATE – PERFORM – RE-EVALUATE



# TEACHERS ASSOCIATION OF LANCASTER

## Appendix 15

### PROCEDURAL GUIDELINES FOR THE EVALUATION OF THE INSTRUCTIONAL STAFF

#### 1.0 Sequential Development for Formal Evaluation

- 1.1 In order that the process of evaluation be consistent with the stated philosophy and objectives of the Lancaster School District Evaluation Program, the following sequence in the evaluation process shall be followed:
  - 1.1.1 General Conference and Orientation of Staff – prior to the beginning of the school term.
  - 1.1.2 Pre-Observation Conference – during the first 30 working days of school.
  - 1.1.3 Initial Formal Observation – within first 60 working days of school.
  - 1.1.4 Post-Observation Conference – Mid-Course Correction – Prior to December 7.
  - 1.1.5 Follow-up Observation(s) and/or Conference(s).
  - 1.1.6 Final Evaluation Conference
    - 1.1.6.1 “Intent to Discharge” Conference – prior to March 13.

#### 2.0 Implementation

- 2.1 The following guidelines shall be followed in the implementation of the sequential development of the evaluation process:
  - 2.1.1 General Conference and Orientation of Staff – Each immediate supervisor(s) will be responsible for the process of the Lancaster School District. Such orientation shall include the distribution of all instruments utilized in the evaluation process, a statement of philosophy and objectives of the evaluation program and a thorough explanation of each. Such orientation should take place prior to the official opening of school.

- 2.1.2 Pre-Observation Conference – Each immediate supervisor(s) shall conduct a conference with each individual evaluatee prior to any formal observations. The purposes of the pre-observation conference are:
- 2.1.2.1 Clarify any misconceptions of the total evaluation process that may have developed subsequent to the general conference and orientation of the staff.
  - 2.1.2.2 Discuss the general goals, objectives, methods and techniques that have been formulated by the evaluatee for his particular teaching situation. (Learning Plan)
  - 2.1.2.3 Analyze the particular situation(s) in which the evaluatee will be performing his/her job.
  - 2.1.2.4 Schedule the initial formal observation at a time selected by the evaluatee and compatible with the total schedule of the evaluator.
  - 2.1.2.5 Schedule the post observation conference at a mutually agreed upon time as soon as possible after the formal observation.
- 2.1.3 Initial Formal Observation – The purposes of the initial formal observation are several:
- 2.1.3.1 To serve as the basis for further observation.
  - 2.1.3.2 To determine the objectives of the evaluatee.
  - 2.1.3.3 To determine whether the evaluatee accomplished his/her objective(s) for that particular teaching lesson.
  - 2.1.3.4 To observe the effect of the methods, strategies, procedures, techniques, and planning of the evaluatee in relation to his stated goals and objectives.
  - 2.1.3.5 To serve as the basis for the evaluation and improvement of the instructional performance and techniques of the evaluatee.

- 2.1.4 Post-Observation Conference – The post-observation conference should take place as soon as possible following the initial formal observation. The purposes of the post-observation conference are:
- 2.1.4.1 To provide a situation in which the evaluatee and the evaluator can cooperatively analyze the results of the initial formal observation.
  - 2.1.4.2 To provide a situation in which the evaluatee and the evaluator can cooperatively formulate plans by which the evaluatee may improve his instructional performance and techniques. Such plans should work from the evaluatee's strengths and aim toward improvement of weaknesses.
- 2.1.5 Follow-up Observation(s) and/or Conferences – Based upon the initial post-observation conference and the cooperative plans formulated therein, additional observations and conferences will be scheduled by the evaluator or requested by the evaluatee as indicated by each individual situation.
- 2.1.6 Final Evaluative Conference – The final evaluative conference represents the culmination of the total evaluation process for the school year and is based upon the following:
- 2.1.6.1 Goals and objectives of the evaluatee.
  - 2.1.6.2 Cooperative plans of the evaluator and evaluatee.
  - 2.1.6.3 Specific support and aid given by the evaluator.
  - 2.1.6.4 Effort by the evaluatee in attempting to improve his instructional performance and technique.
  - 2.1.6.5 The specific situation in which the evaluatee performed his job.

### 3.0 Formal Classroom Observation Commentary

- 3.1 The formal classroom observation commentary will be filled out in duplicate with one (1) copy retained by the evaluator and one (1) going to the evaluatee. Explanations for completion of this form by the evaluator are as follows:
- 3.1.1 Classroom Situation – This section describes the situation under which the evaluator made the observation. Included here are such data as:
- 3.1.1.1 Mutually agreed upon Objectives
  - 3.1.1.2 Ability grouping of class: i.e. homogeneous or heterogeneous.
  - 3.1.1.3 Any special or atypical characteristics of the class composition or structure.
  - 3.1.1.4 Any special or atypical characteristics of the environmental conditions in or around the classroom.

- 3.1.2 Observational Comments – This section is a statement of the specific data observed and conclusions reached by the evaluator from the specific classroom observation. All comments are to be stated in objective terms that are verifiable and observable.
- 3.1.3 Recommendations by Evaluator - This is for the recommendations of continuing activities agreed upon by the evaluator and the evaluatee to improve, if needed, instructional performance and techniques. It outlines action to be taken by the evaluatee and administrative support to be given by the evaluator.
- 3.1.4 Teacher Comments – This section is for the evaluatee to record his reactions to the total observation, conclusions, and recommendations made by the evaluator.
- 3.1.5 Signatures – These indicate only that the above took place and was received by both evaluator and the person being evaluated.

#### 4.0 Final Evaluation

- 4.1 The final evaluation is a composite evaluation stemming from all data and conclusions gained from the classroom observations and conferences by the evaluator. The evaluation commentary shall include, when applicable, comments relative to Sections 2.1.6.1 through 2.1.6.5 as listed under Final Evaluative Conference of these guidelines. The Final Evaluation – Standards of Performance, will be filled out in triplicate with one (1) copy retained by the evaluator, one (1) copy going to the evaluatee, and one (1) copy to be placed in the evaluatee's personnel file.