

HOLMES COUNTY CONSOLIDATED SCHOOL DISTRICT



HCCSD Employee Performance Management System **HUMAN RESOURCES DEPARTMENT**

*Education Support Center
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Process Standard 2 (HCCSD Board Policy Section G)

All district professional positions requiring licensed staff are filled by staff that are properly licensed and endorsed as required by state law and federal requirements of the Elementary and Secondary Education Act (ESEA). Miss. Code Ann. § 37-9-7 7, Miss. Admin. Code 7-3: 80.1 and 80.2. State Board Policy Chapter 80, Rules 80.1 and 80.2, and ESEA, and Federal Code.

2.1 The school district employs an appropriately licensed full-time principal at each school. The principal may not have any other job duties assigned in areas that require a specific work area code unless a waiver is granted by the Commission on School Accreditation. This standard does not apply to assistant principals. Miss. Code Ann. § 37-9-7, § 37-9-15, and § 37-151-5(g).

2.2 With the exception of academic core subjects, the professional staff in each school is comprised of no more than 5% of Full Time Equivalent (FTE) units working outside the area or areas of endorsement. Assistant principals and administrative interns who are not properly endorsed may be included in the 5% FTE working outside their area of endorsement, provided they do not act in the place of the principal. An appropriate license is required for superintendents, principals, librarians, and guidance counselors.

2.3 The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth ($\frac{1}{4}$) of the workday to library/media administrative activities. Miss. Code Ann. § 37- 17-6(3) (a-e).

2.3.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.

2.3.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.

2.4 Student support services (appraisal, academic, and/or personal advisement, and educational and/or career planning and referral) are provided in each school by qualified student support personnel. Student support personnel may only provide those services and activities in the area(s) that each individual is specifically qualified to provide and will use only job titles that reflect same. Miss. Code Ann. § 37-9-79.

2.5 The school district employs a school business officer/administrator whose qualifications meet the criteria established by the Mississippi Department of Education and whose primary job responsibilities are conducting, supervising, and/or directing the financial affairs and operations of the school district. (Miss. Admin. Code 7-3: 71.1 and 71.2, State Board Policy Chapter 71, Rules 71.1 and 71.2.

Individual Employee Folders – School Level

All folders should be up-to-date by January 30, 2023

- Each employee serving at the building level should have an employee folder.
- Employee folders should be located in the principal's office of each building.
All employee folders should include the following:
 - Copy of Signed Job Description
 - Copy of Signed Mississippi Code of Educator Ethics
 - Copy of Most Recent Evaluation
 - Copy of Teaching Certificate (certified staff only)



Process Standard 3 (HCCSD Board Policy GBI & GDI)

The school district implements an annual, formal personnel appraisal system for licensed staff that includes assessment of employee on-the-job performance. Miss. Code Ann. § 37-3-46(b)

3.1 Superintendent Evaluation using the assessment benchmarks established by the Mississippi School Boards Association (MSBA) and consistent with assessment components defined in Miss. Code Ann. § 37-7-301.

3.2 Principal and Assistant Principal Effectiveness using the Professional Growth System (PGS) for Administrators.

3.3 Teacher Effectiveness using the Professional Growth System (PGS) for Teachers.

3.4 Counselor Effectiveness using the Professional Growth System (PGS) for Counselors.

3.5 Annual employee performance data shall be submitted to the MDE following the guidelines in the MDE Educator and Administrator Professional Growth System Guidelines. Districts shall adhere to revision dates as determined by the MDE and implement only the current version.

3.6 Administrators who rate school-level administrators, counselors, librarians, and teachers, and teacher-observers shall complete an MDE-approved Professional Growth System (PGS) training.

3.7 Other, non-licensed, district staff evaluations as determined by local school board policy.

EVALUATION CHECKLIST
MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS, 2018

PERSONNEL APPRAISAL SYSTEM

Standard #	Accreditation Standard	To do at DISTRICT:	To do at SCHOOLS:	Program Office	Report or Checklist
3	The school district implements a formal personnel appraisal system for licensed staff that includes assessment of employee on-the-job performance. {Miss. Code Ann. § 37-3-46(b)}	Check board policy and plan.	Interview staff to verify implementation.	Office of Accreditation	
3.1	Superintendent Evaluation using the assessment benchmarks established by the Mississippi School Boards Association (MSBA) and consistent with assessment components defined in Miss. Code Ann. § 37-7-301.			Office of Accreditation	
3.2	Mississippi Principal Evaluation System (MPES)				
3.3	Mississippi Teacher Evaluation System				
3.4	Other district staff evaluations as determined by local school board policy.				

Compliance Questions	Yes	No	Not Applicable	Not Evaluated
a) Has the school board approved a formal personnel appraisal system for licensed staff? Date approved by the Board: _____				
b) Does the formal personnel appraisal system for licensed staff include assessment of employee on-the-job performance?				
c) Has the personnel appraisal system been explained to professional staff?				
d) Is documentation on file to verify the implementation of a formal personnel appraisal system for licensed staff?				

DISTRICT CODE: _____ DISTRICT NAME: _____ DATE: _____ IN COMPLIANCE? YES _____ NO _____

SCHOOL CODE: _____ SCHOOL NAME: _____ EVALUATOR: _____

Section I: Introduction

Purpose of this Manual

The purpose of this manual is to provide a reference guide on performance evaluations for employees. As a reference, this manual is designed to help educators and evaluators (a) develop a consistent, shared understanding of what proficient performance looks like in practice (b) develop a common terminology and structure to organize evidence, and (c) make informed professional judgements about formative and summative performance ratings. As such, the manual contains a summary of the performance evaluation process.

Purpose of Performance Evaluation

- To enhance overall job performance with subsequent improvement of the district and institutional effectiveness.
- To engage employees to identify issues of concern, put forth new ideas, and assist in goal setting for themselves, their employees and the district.
- To ensure open communication between supervisors and employees regarding expectations, performance objectives, performance standards and professional goals.
- Provide opportunities to discuss performance so that both the supervisor and the employee have the same understanding of what is to be done. This includes establishing the expectations of how it is to be done, as well as developing the standards which will be used in the formal evaluation process to apply the pertinent ratings.
- Provides opportunity to periodically review evaluation and to discuss both negative and positive aspects of employee performance.
- Provides opportunity to redefine the requirements for the next evaluation period, as necessary, and identify training needs.

Section II: Evaluation Process

Method of Evaluation

- The employees will receive a copy of the job description describing the qualifications, essential functions, duties, and responsibilities of the position.
- The supervisor will make sure that the employee has an accurate understanding of the manner in which the evaluation process and rating system works. With this understanding established, the supervisor and employee should meet to define the duties, discuss required employee contributions to goals and objectives, and develop the performance objectives.

Section III: Performance Ratings

Performance Ratings

These ratings indicate the performance of employees ranging from those who are striving to master the basics of the job to those who are highly accomplished professionals who can share their expertise with colleagues. It is necessary for the supervisor and employee to discuss the levels of performance and what is required to attain each level. The supervisor should be very specific as to how the values will be applied, so the employee will understand subsequent ratings.

Proficient (4)-Employee consistently demonstrates competency that is superior to the job expectation. Work results and behavior are exceptional and valuable to the organization.

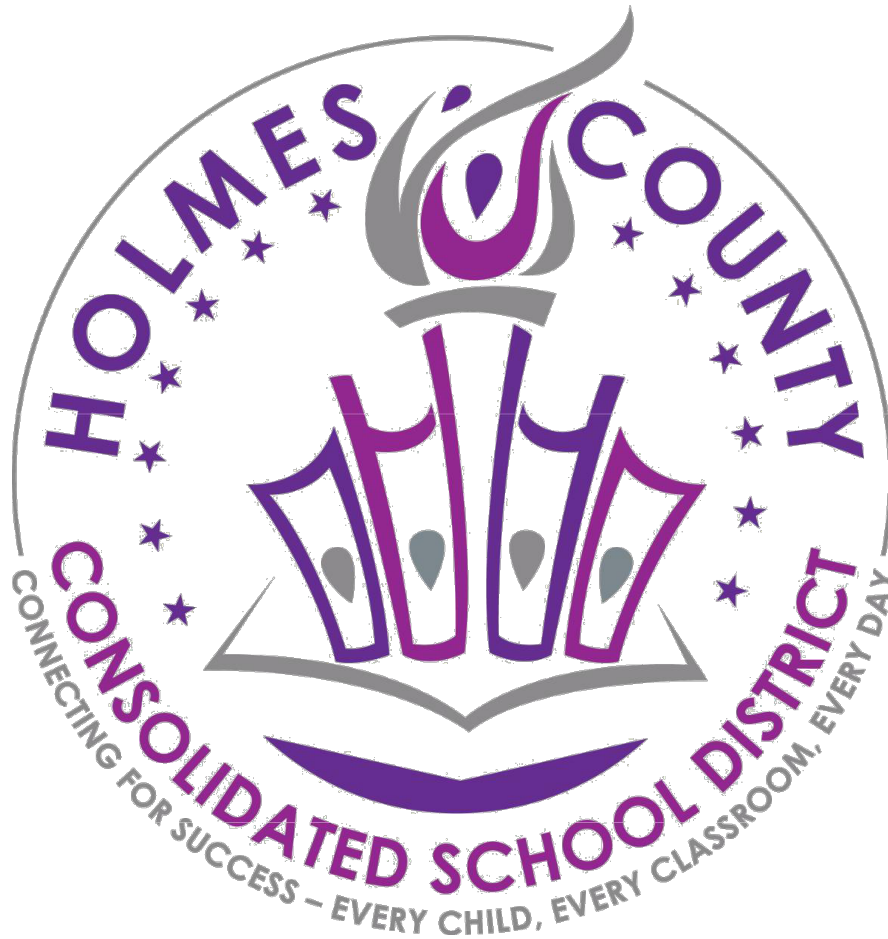
Satisfactory (3) - Employee demonstrates competency that meets the job expectation. Employee is respected among his/her peers. Performance at this level provides a satisfactory contribution.

Needs Improvement (2) - Employee needs to improve performance in order to develop competency to meet the requirements of the current position. Employee's performance may have a negative impact on the operation of the department and/or district. Employee has performed some duties successfully. Work is occasionally inadequate, late, or poor quality. Performance clearly leaves room for improvement. The employee may be placed on a job improvement plan as deemed appropriate by the supervisor.

Unsatisfactory (1) - Employee needs to develop competency to meet the requirements of the current position. Employee's performance has a negative impact on the operation of the department and/or district. The employee is either unwilling or unable to meet acceptable job expectations. Work is frequently inadequate, late, or poor quality. Performance leaves substantial room for improvement. The employee shall be placed on a job improvement plan and may be subject to disciplinary action including recommendation for termination.

Not Applicable (0) - Evaluation of this standard is inappropriate or the evaluator has had no opportunity to observe the performance on this standard.

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– DESTINED FOR SUCCESS*



PERFORMANCE EVALUATION CLASSIFIED STAFF

Performance Evaluation Timeline for Classified Staff

Self-Evaluation

All classified staff must complete the self-evaluation and submit back to his/her supervisor. A copy of the self-evaluation must be kept on file at the school. The original evaluation, with the employee's signature, must be submitted to the HR department.

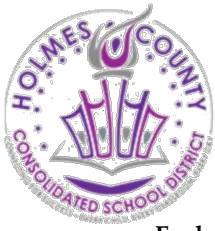
Informal Evaluation & Fall Formal Evaluation

Informal performance evaluations occur on an almost daily basis for most employees. Every time a supervisor observes and communicates with an employee regarding his/her work, an informal evaluation has occurred. Supervisors are expected to develop a process for documenting informal evaluations & providing feedback to the employee.

All classified staff must receive a documented performance evaluation during the following dates: **October 11- January 20, 2023**. A copy of the fall performance evaluation must be kept on file at the school. **The original evaluation, with the employee's signature, must be submitted to the HR department by Wednesday, January 25, 2023.**

Spring Formal Evaluation

All classified staff must receive a documented performance evaluation during the following dates: January 24 – February 17, 2023. A copy of the spring performance evaluation must be kept on file at the school. The original evaluation, with the employee's signature, must be submitted to the **HR department by Wednesday, February 22, 2023**



Holmes County Consolidated School District Performance Evaluation (Non-Certified)

Evaluatee: _____ Evaluator: _____ Date: _____

____ Quarterly Performance Review ____ Formal Evaluation ____ Summative Evaluation

P = Proficient (4) S = Satisfactory (3) NIP = Needs Improvement (2) UN = Unsatisfactory (1) NA = Not Applicable

Performance Scores: P: 4.0 - 3.5 S: 3.49 - 3.0 NIP: 2.9 - 2.0 UN: 1.9 - 1

Initiative & Dependability – Performance Score: _____	P	S	NIP	UN	NA
1a) Prioritized and organizes tasks effectively.					
1b) Completes work within time limits.					
1c) Displays initiative					
Communication and Interpersonal Relationships – Performance Score: _____	P	S	NIP	UN	NA
2a) Understand and follows verbal and written directives and guidance and asks questions when needed.					
2b) Respond to requests in a timely manner with accurate and complete information.					
2c) Collaborates with others to complete tasks and solve problems.					
2d) Communicates in an open, courteous, tactful, respectful, and constructive manner using effective written and verbal communication skills.					
Job Knowledge and Attitude – Performance Score: _____	P	S	NIP	UN	NA
3a) Performs job essential functions and responsibilities.					
3b) Adapts to changes in job duties.					
3c) Committed to the vision, mission, and goals of the district.					
3d) Exhibit personal accountability.					
3e) Embraces ongoing learning					
Conformance to Policies, Procedures, and Regulations – Performance Score: _____	P	S	NIP	UN	NA
4a) Exercises discretion and safeguards confidential information.					
4b) Makes sound decisions based on federal, state, and local laws, policies, and procedures.					
4c) Applies appropriate district, building and departmental policies procedures and work rules, including safety practices					
4d) Ensure department remains in compliance with the MDE accreditation and accountability standards.					
Supervisory Skills – Performance Score: _____	P	S	NIP	UN	NA
5a) Share job knowledge and experience to promote department's overall efficiency and productivity					
5b) Sets and achieves goals and objectives.					
5c) Identifies and uses resources including equipment and technology specific to the position efficiently and effectively.					
5d) Exercise fiscal responsibility.					
5e) Exercise human resource management					
Quality and Quantity of Work – Performance Score: _____	P	S	NIP	UN	NA
6a) Exhibits professional demeanor appropriate to position					
6b) Attends work and meetings regularly and on time					
6c) Keeps appropriate records.					
6d) Displays neatness, accuracy, and skillfulness					

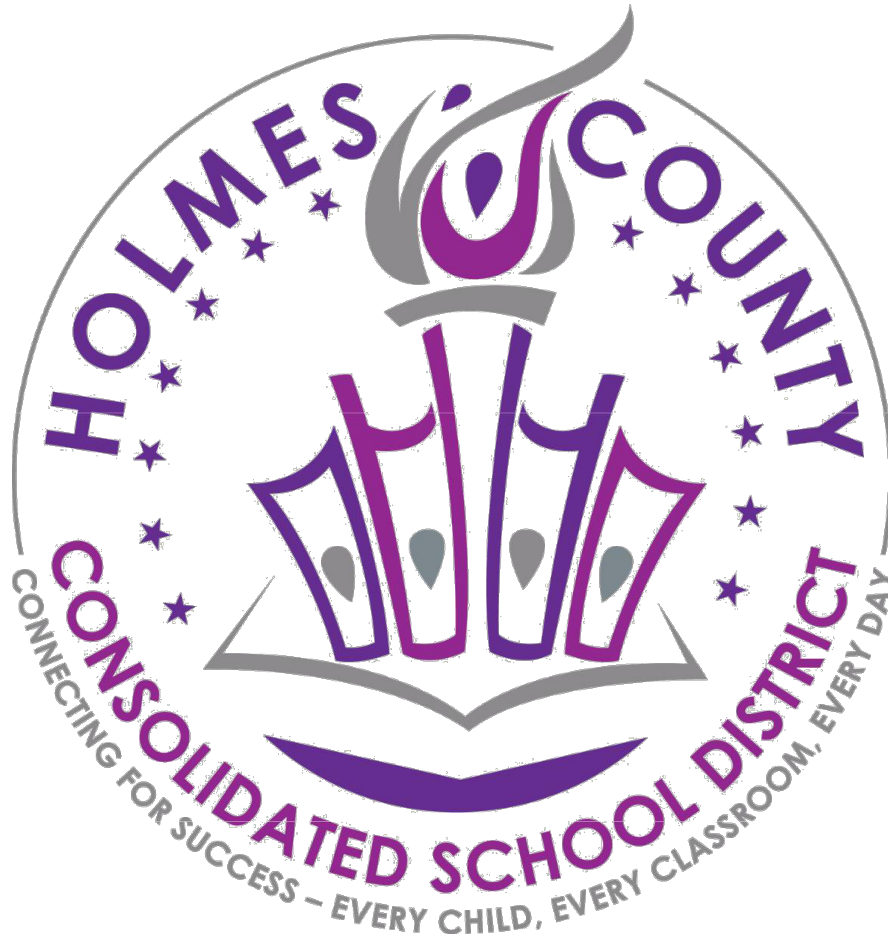
Evaluator Comments: _____

Signature of Supervisor: _____ Date _____

Signature of Employee: _____ Date _____

EMPLOYEE: By signing this evaluation of my performance, I certify that I have seen and understood it, but may not necessarily agree with the evaluation. I understand that I may submit an appeal of this rating in writing to my supervisor or principal within three (3) working days of the above date.

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PERFORMANCE EVALUATION CERTIFIED STAFF

Performance Evaluation Timeline for Certified Staff: **Teachers and Certified Support Staff**

Self-Evaluation

All classroom teachers must complete a self-evaluation, using the approved MDE rubric that coincides with the employee's job title. (Please remember there are different rubrics for counselors, librarians, and speech/language teachers. All self-evaluations are to be completed on the approved document, reviewed, signed and dated by the teacher and his/her supervisor. A copy of the self-evaluation must be kept on file at the school. The original evaluation, with the employee's signature, must be submitted to the HR department.

1st Evaluation – Informal – Conducted in SchoolStatus (TeachBoost) **September 1 – October 28**

2nd Evaluation – Informal – Conducted in SchoolStatus (TeachBoost) **November 1 – January 13**

3rd Evaluation – Formal Evaluation – Conducted in SchoolStatus (TeachBoost) **January 18- February 10, 2023**

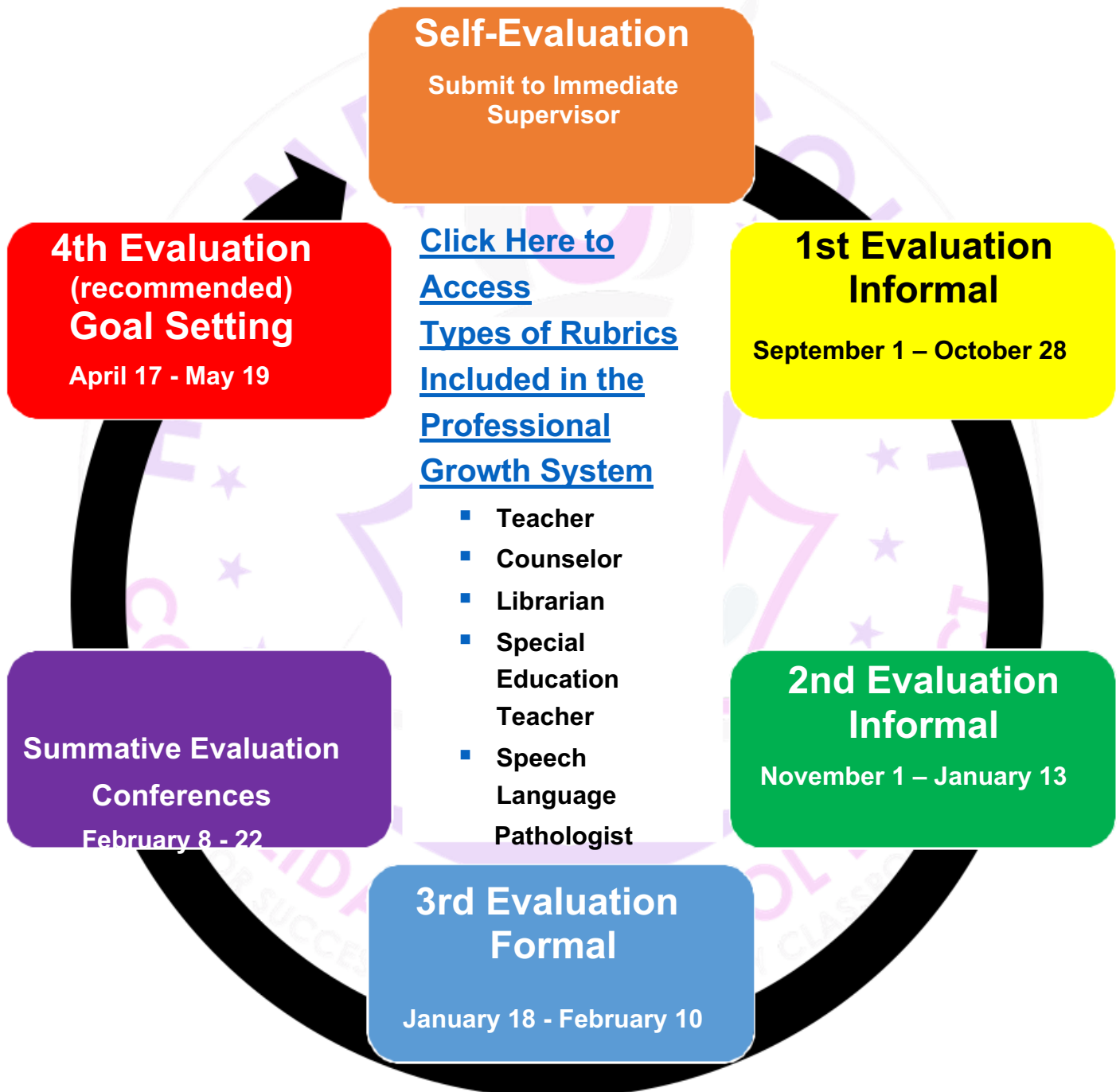
Summative Evaluation Conferences **February 8 – February 22, 2023** **Summative evaluation conferences must be scheduled and held by** **Wednesday February 22, 2023.**

4th Evaluation (recommended)– Goal setting for 2023-2024 school year - Conducted in SchoolStatus (TeachBoost) **April 17 – May 19**

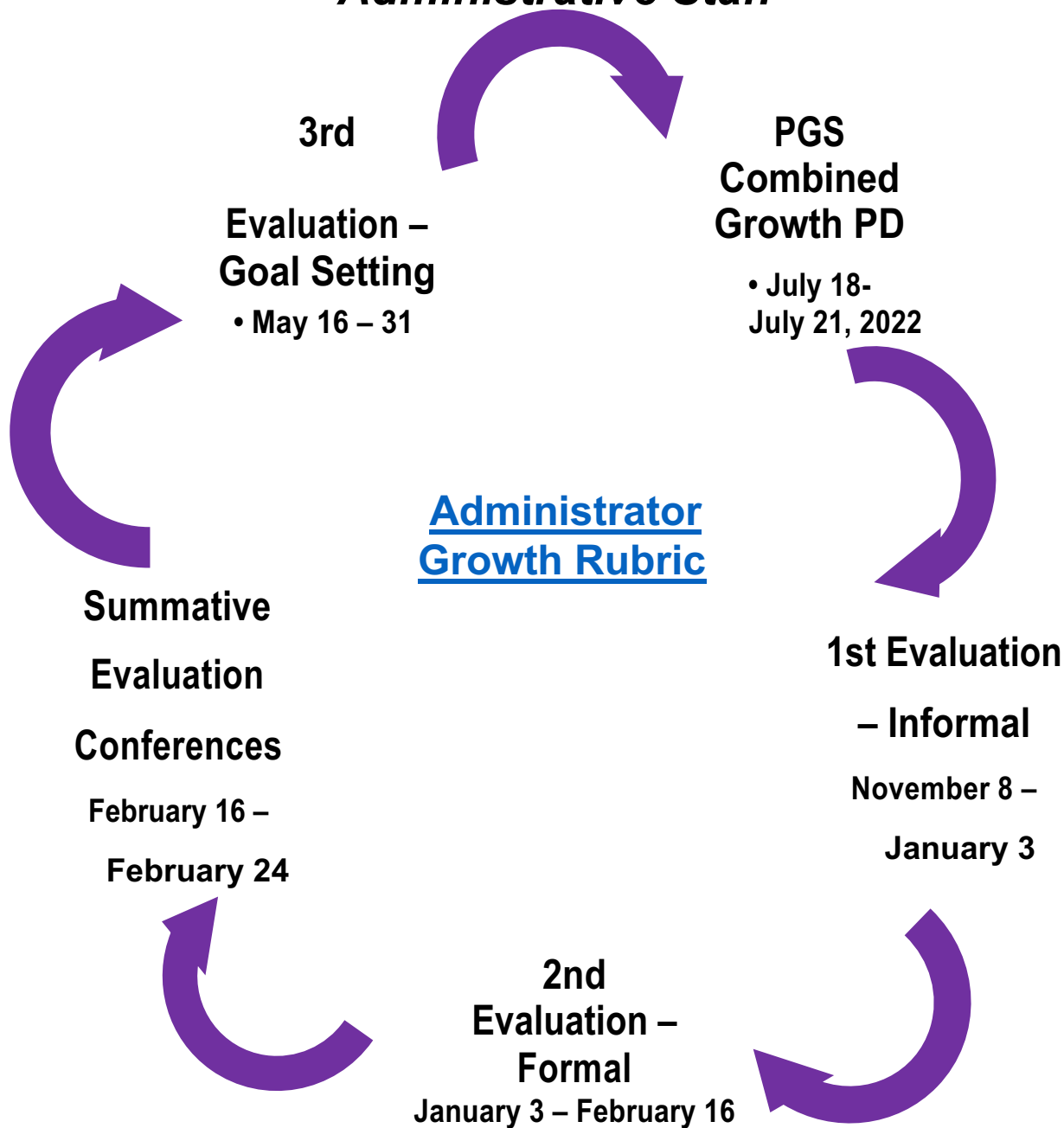
It is suggested that administrators conduct and document at least 5 hours of observation each week in SchoolStatus.

As a reminder, ALL teachers should receive three observations (2 informal and 1 formal) per year, including feedback conversations after each. (This is the minimum required amount; more than 3 observations a year are strongly encouraged.) What is more, evidence from the three required observations should culminate into a summative rating at the end of the school year.

Performance Evaluation Timeline: Certified Staff



Performance Evaluation Timeline: Administrative Staff



District Leadership	School Leadership
60% School Support Results Data	70% School Level Data
40% Administrator Rubric Score	30% Administrator Rubric Score

Domain I: Shared Vision, School Culture, and Family Engagement	Sample Evidence/Artifacts	4	3	2	1
1. Implements a shared vision	<ul style="list-style-type: none"> Documentation of vision and efforts to communicate vision are evident (agenda, sign-in sheets) Written values and beliefs reflecting high expectations for all students are publicly visible (school displays) School vision includes a focus on student academic achievement and the social, intellectual, and emotional development School vision is clearly articulated and understood by all staff (agenda, sign-in sheets) Documentation of decision-making processes is available that aligns to the vision Alignment of school goals, instructional program, and vision is visible (school displays) 				
2. Maintains a supportive, secure, and respectful learning environment	<ul style="list-style-type: none"> Schoolwide code of conduct aligned with district/school priorities is consistently implemented across all classrooms (discipline data reports) Values and behaviors are referenced in daily school structures (school site visits) The school's culture encourages students to respect and value their peers Core components of social, emotional, intellectual, and behavioral supports are in place to support student learning (MTSS documentation for behavioral support) School building is clean and safe; all basic facilities are in working order (site-visits; operations) Routines and procedures are discussed regularly and implemented with fidelity 				
3. Engages in courageous conversations about diversity	<ul style="list-style-type: none"> The school is building the capacity of adults to support diverse student needs and diverse student groups through professional development (agendas; sign-in-sheets) Adults and students monitor themselves and hold each other accountable for language, attitudes, and behaviors that are racially or culturally offensive or uninformed Staff participate in and lead learning experiences where they explore their personal assumptions and approaches to diversity Community conversations about culture and diversity occur regularly 				
4. Welcomes families and community members into school	<ul style="list-style-type: none"> Families are given strategies and tools to support student learning outside the school day (sample packets provided to families) Families have multiple ways to communicate with staff Consistent communication between families and school is present (phone logs/emails) Communications from families and stakeholders are responded to appropriately and in a timely manner (journal of return calls) 				

Comments:		Domain Score (Total #of Points ÷4)			
Domain II: Teaching and Learning	Sample Evidence/Artifacts	4	3	2	1
5. Supports the development and implementation of Mississippi standards-based lesson and unit plans	<ul style="list-style-type: none"> Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college readiness track based on Mississippi state standards (documents of lesson plans with feedback) Instructional decisions throughout the year are based on ongoing formative and summative assessments, instructional observations, and various data analyses (data meetings, sign-in sheets agenda, PLC documentation) Lesson plans, unit plans, and curricular materials demonstrate curriculum coordination and alignment to Mississippi College and Career Ready Standards and Frameworks 				
6. Implements effective instructional strategies to meet student learning needs	<ul style="list-style-type: none"> Rigorous course content is accessible to all students Throughout the school, classroom activities engage students in cognitively challenging work that is aligned to the Mississippi state standards Instructional staff (teachers, coaches, and administrators) have a broad repertoire of pedagogical approaches that are effectively incorporated into lesson plans 				
7. Tracks student-level data to drive continuous improvement	<ul style="list-style-type: none"> Instructional decisions throughout the year are based on student outcome data Student performance data are readily available and can be organized by cohort, grade, subject, sub-group, etc. (data trackers) Elementary students who are not yet proficient are identified and supported to ensure progress (documentation through data inquiry process; data meetings) Secondary student performance is closely monitored to ensure that the students remain "on track" to graduate in four years Data are used and reviewed in every teacher team meeting to improve instruction, to determine differentiation, and to drive re-teaching Staff monitor student progress through frequent checks for understanding Schools target achievement goals are met. (documentation of academic achievement increase based on assessment data result; data scorecard) indicates 70% of evaluation 				
8. Uses disaggregated data to inform academic intervention	<ul style="list-style-type: none"> Students receive rapid, data- driven interventions matched to current needs (documentation of MTSS reports, fidelity checks, lesson plans, etc.) Intervention assignments and schedules are frequently updated to reflect student needs and progress 				

Comments:	Domain Score (Total #of Points ÷4)
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Domain III: Staff Development	Sample Evidence/Artifacts	4	3	2	1
9. Provides actionable feedback	<ul style="list-style-type: none"> Leadership team members conduct frequent observations and provide verbal and written feedback to staff on instructional practices with follow up to ensure improvement (Observation schedule and observation feedback) Evidence of teacher practice is gathered through classroom observations and in informal interactions with students, staff, and families Instructional feedback builds effective teacher practice and observable changes in teacher practice (follow-up observations; teacher growth rubric) 				
10. Coaches and implements learning structures	<ul style="list-style-type: none"> Teachers are taught how to use a variety of instructional strategies (PD on instructional strategies, EDI, sign-in-sheets, agendas) Teacher-driven professional development focuses on student learning challenges, progress toward goals, and information from teacher team meetings and peer visitations (school's professional development plan; sign-in sheets, agenda) 				
11. Provides leadership opportunities	<ul style="list-style-type: none"> Multiple staff members serve as instructional leaders in the school (school leadership team meeting agendas sign-in sheets, minutes) Staff members proactively assume leadership roles (listing of mentors and mentees assigned) Teacher leaders are utilized as teacher mentors and instructional coaches in the school Teacher leaders and leadership team are offered professional learning opportunities to strengthen leadership skills (peer observations) Teacher leaders and leadership team facilitate professional development in the school Teacher leaders are provided with leadership opportunities that allow them to remain in the classroom 				
12. Develops a highly effective leadership team	<ul style="list-style-type: none"> Leadership team focuses on student learning to target key instructional needs Leadership team consistently models and enforces schoolwide philosophy, core values, and professional responsibility Leadership team is comprised of highly skilled staff who are engaged in instructional leadership (leadership member assignments, agendas, SLT members leading PD team meetings, PLC meetings etc..) 				

Comments:	Domain Score (Total #of Points ÷4)
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Domain IV: Strategic Planning Systems	Sample Evidence/Artifacts	4	3	2	1
13. Develops and Implements a strategic plan	<ul style="list-style-type: none"> • Protocols and processes to diagnose the current state of the school (including review of data, school practices, and instructional practices) are clear and transparent to all staff (data review process with written documentation) • Evidence of Plan - Do - Study/ Check - Act cycles (school-wide improvement plan, planning meetings agendas and sign-in sheets) • Each grade and each sub-group have specific student outcome targets, clear milestones, and benchmarks to track student outcomes and school practice implementation (School-wide Improvement plan) • Strategic plan priorities are public; stakeholders share a common understanding of short- and long-term milestones and goals (Title I Parent Meeting-Agenda Sign-in Sheets) 				
14. Monitors progress toward goals	<ul style="list-style-type: none"> • Teacher leaders and members of the leadership team focus weekly discussions on student learning outcomes (Agendas with leadership team leading professional development) • Leadership team creates short- and medium-term action plans to address on-going areas of concern and celebrates areas of success on developing the whole child 				
15. Effectively manages professional time	<ul style="list-style-type: none"> • School calendar of professional development, interim assessments and re-teaching is in place • Daily/weekly schedules create adequate time for all student interventions and staff development, and are flexible enough to adjust to new priorities and needs • Keeps a personal/professional calendar (administrator's scope of work monthly calendar, agendas, sign-in sheets) 				
16. Aligns and manages the schools' resources	<ul style="list-style-type: none"> • Finances and other resources are aligned with strategic priorities • External partners are identified and accessed to supplement available resources (school-wide improvement plan, planning meeting agendas and sign-in sheets) 				

Comments:	Domain Score (Total #of Points ÷4)
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Domain V: Personal Leadership and Growth	Sample Evidence/Artifacts	4	3	2	1
17. Demonstrates self-awareness, reflection, and ongoing learning	<ul style="list-style-type: none"> • Message about goals does not change in moments of challenge or adversity • Shares personal failures and the lessons learned from them • Continuously reflects on performance, seeks feedback, and actively pursues opportunities to improve personal and school leadership 				
18. Demonstrates resiliency in the face of challenge	<ul style="list-style-type: none"> • Takes initiative and remains solutions- oriented at all times to move the work of the school forward • Staff is aware of and can share missteps, mistakes, tactics that were unsuccessful and how they were used as learning opportunities 				
19. Communicates with stakeholders	<ul style="list-style-type: none"> • School staff development plan addresses difficult conversations to improve and enhance student learning • Principal reacts to difficult moments or feedback in calm and positive ways • Differentiates communication style and has demonstrated a positive and appropriate rapport with students, staff, families, and community members • Systems, processes, and structures are in place to share the current state of the school and solicit feedback • Leadership team participates in professional development to learn and practice active listening skills 				
Comments:	Domain Score (Total #of Points ÷3)				

Note: The sample of evidence/artifacts is the minimum requirement for an administrator's performance rating

Administrator: _____ School/District _____

Observer: _____ Date: _____

(Month/Day/Year) _____

Informal Observation: 1 2 3 4 5 Formal Observation: 1 2 3

Administrator Growth Rubric Requirements:

Minimum of two (2) observation and feedback cycles during the school year (one (1) informal, one (1) formal)

Principals and Assistant Principals must be observed using the Administrative Growth Rubric

Based on assigned roles, Assistant Principals can be exempt from up to five (5) standards

Domain	Score	Weight	Points
Shared Vision, School Culture, and Family Engagement		x5	
Teaching and Learning		X60	
Staff Development		X10	
Strategic Planning and Systems		x20	
Personal Leadership and Growth		x5	
Total Points ÷ 100			÷ 100
HCCSD Summative Assessment Score			

1.9 or below Unsatisfactory	2.0 - 2.9 Emerging	3.0 - 3.4 Effective	3.5 - 4.0 Distinguished
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Your signature below verifies your attendance and participation in the evaluation conference, that you have received a copy of your evaluation and are aware of its content.

Administrator's Signature _____ Date _____

Supervisor's Signature _____ Date _____

SUMMATIVE EVALUATION

Evaluation Cycle	Score	Weight	Points
1 st Evaluation: Informal Observation Score		x15	
2 nd Evaluation: Formal Observation Score		x15	
School Level Data		x70	
Total Score ÷ 100			÷ 100
HCCSD Summative Assessment Score			

Note: Your summative evaluation will consist of evaluations from both informal and formal observations in addition to school level performance data

1.9 or below Unsatisfactory	2.0 - 2.9 Emerging	3.0 - 3.4 Effective	3.5 - 4.0 Distinguished
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Your signature below verifies your attendance and participation in the evaluation conference, that you have received a copy of your evaluation and are aware of its content.

Administrator's Signature _____ Date _____

Supervisor's Signature _____ Date _____

