

**Instructional Performance Evaluation and Growth System (IPEGS)  
Support Dialogue (SD) Meeting Notification Form**

Professional's Name: \_\_\_\_\_ Professional's Employee Number: \_\_\_\_\_

Assessor's Name: Yolanda Ellis Assessor's Title/Position: Assistant Principal

School/Work Location Name: Holmes Elementary School School/Work Location Number: 2501

As a result of the observation conducted on Fri 02/11/11, an IPEGS Support Dialogue meeting has been scheduled to discuss supportive actions that should assist you in instructional performance improvement. You may bring union representation and/or a mutually agreed upon peer support professional to the meeting. The location, date and time of your Support Dialogue meeting are as follows:

Location: Principal's Conference Room

Date: 02/18/11

Time: 12:30 PM

My signature indicates that I have received a two-day (48 hours) notice of a Support Dialogue meeting and I am aware that I am entitled to have union representation and/or a peer support professional, who is mutually agreed upon by the assessor and me, at this meeting.

Professional's Signature: \_\_\_\_\_ Date: 2/16/11  
(Your signature confirms receipt of the SD notification)

**INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM  
OBSERVATION OF STANDARDS FORM-TEACHER**

Teacher: \_\_\_\_\_ Employee No. \_\_\_\_\_ School: Holmes Elementary School  
 Contract Status:  Annual 1  Annual 2  Annual 3  Annual 4  Professional Service  Continuing  
 Observation:  1  2  3  4  5  \_\_\_\_\_ Interim Teacher Incumbent Yes  No   
 Grade/Subject Observed: Grade 4 - Reading/Lang. Arts Date: 10/26/10 Time: From 11:40 To 12:00

Assessors use this form to document the required annual formal observation of the teacher. The form may also be used to document a targeted performance standard, in which case "NA" is noted for the other standards. Evidence may be positive and/or negative examples. (For further explanation in completion of this form, refer to the IPEGS Teacher Handbook.)

<b>PERFORMANCE STANDARD 1: LEARNER PROGRESS</b> The work of the teacher results in acceptable and measurable learner progress based on state/local standards, district goals, school goals and/or the teacher's goals.	<input type="checkbox"/> Not an observable standard – No comment required unless warranted.
<b>PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS</b> The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.	<i>Comment Required</i> Professional failed to provide clear, specific and sequential directions and guidance. The professional failed to present concepts at different levels of complexity. Introduction and closure to the lesson was not evident.
<b>PERFORMANCE STANDARD 3: INSTRUCTIONAL PLANNING</b> The teacher uses appropriate curricula (including state reading requirements, if applicable), instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.	<i>Comment Required</i> Instructional planning evident. Professional's lesson plans contained the basic components of goals, objectives, learning activities, and assessment.
<b>PERFORMANCE STANDARD 4: INSTRUCTIONAL DELIVERY AND ENGAGEMENT</b> The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.	<i>Comment Required</i> Professional failed to demonstrate understanding of strategies that enable students to progress academically. Professional failed to implement instructional strategies to engage students. Teacher directed instruction and multiple levels of questioning were not evident.
<b>PERFORMANCE STANDARD 5: ASSESSMENT</b> The teacher gathers, analyzes, and uses data (including FCAT state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.	<input type="checkbox"/> Not an observable standard – No comment required unless warranted.
<b>PERFORMANCE STANDARD 6: COMMUNICATION</b> The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.	<input type="checkbox"/> Not an observable standard – No comment required unless warranted.
<b>PERFORMANCE STANDARD 7: PROFESSIONALISM</b> The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.	<input type="checkbox"/> Not an observable standard – No comment required unless warranted.
<b>PERFORMANCE STANDARD 8: LEARNING ENVIRONMENT</b> The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.	<i>Comment Required</i> Professional failed to promote respectful interactions that challenge and engage students within the learning environment. Professional failed to model active listening, respect or enthusiasm for learning.

Professional Support and Assistance Required (If additional conversations are needed, document as appropriate.)

Conversation Date: _____	Professional Support and Assistance Status: <input type="checkbox"/> Completed <input type="checkbox"/> Continued
Conversation Date: _____	Professional Support and Assistance Status: <input type="checkbox"/> Completed <input type="checkbox"/> Continued
Conversation Date: _____	Professional Support and Assistance Status: <input type="checkbox"/> Completed <input type="checkbox"/> Continued

**Comments/Specific Suggestions**

Assistance will be provided to the professional by the two reading coaches in developing clear, specific and sequential directions. Demonstration lessons will be provided by peer teacher to assist professional to develop an understanding of strategies to enable students to progress academically, inclusive of presenting concepts at different levels of complexity. Professional will actively participate in common planning sessions with an emphasis on promoting an engaging learning environment, modeling active listening, and developing effective teacher directed instruction through multiple levels of questioning.

*If performance is unsatisfactory complete this section by marking the appropriate boxes.*

Deficiencies noted in the following performance standard(s): 1  2  3  4  5  6  7  8

Assessor Action: Support Dialogue  Improvement Plan

Signatures acknowledge the occurrence of the post-observation meeting and receipt of a copy of the observation form by the professional.

Assessor's Signature Christy Walker Date Nov. 1, 2010

Teacher's Signature [Signature] Date Nov. 1, 2010

Isom Schedule - December 6, 2010

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:20-8:35	Office	Office	Office	Office	Office
8:35-8:50	Office	Lesson Study 3rd Grade Huggins Rm. 563	Observe Lichtman 90 minute block Preconference		Observation Huggins 3rd Grade Pre-Conference 90 minute Block
8:50-9:05	Debrief Walker and Liberty				
9:05-9:20	Training America Reads				
9:20-9:35	Tutor in Voyager				
9:35-9:50	Modeling Voyager Lesson - America Reads Tutor	Observe Perez Grade 1 MINT Mentee	DEMO Lessons Intervention/ Enrichment Groups		Debrief w/ Walker
10:05-10:20					
10:20-10:35	Final Logistics for Lesson Study	Lunch	Lunch		Prep for Common Planning
10:35-10:50					
10:50-11:05					
11:05-11:20					
11:20-11:35	Lunch	Observation Burrell Grade 4 Focus: Corrective Feedback Questioning/Response			Lunch
11:35-11:50					
11:50-12:05	Common Planning				
12:05-12:20	Lesson Study 3rd Grade	Observe DJ Forbes	DEMO Lessons Intervention/ Enrichment Groups		Common Planning Grade 3
12:20-12:35	Model Bell Ringer - Forbes Co Teach W.G.	Debrief Burrell			
12:35-12:50					
12:50-1:05					
1:05-1:20	Office	Voyager Grade 4	Debrief/Plan Forbes		Common Planning Grade 4
1:20-1:35					
1:35-1:50					
1:50-2:05					
2:05-2:20					
2:20-2:35					
2:35-2:50	Voyager Grade 4		Leadership Team Meeting		Common Planning Grade 2
2:50-3:05					

iCAD Coaches Meeting  
Pine Villa Elem School

# HOLMES ELEMENTARY SCHOOL

2010-2011

## Support Dialogue – Log of Follow Up Support Activities

Week of	Person Providing Support	Nature of Support	Follow Up
Nov. 29 – Dec. 3, 2010	Reading Coach – S. Isom	Coaching Cycle – Observation	Debrief needed with
11/29 – 12/3/10	Reading Coach – S. Isom	Common Planning	Review of plans by admin.
11/29 – 12/3/10	Reading Coach – S. Isom	ED – Educational Discussion	Follow Up coach observation needed
12/6 – 12/10/10	Reading Coach – S. Isom	Observation reg. Corrective Feedback	Debrief w/
Dec. 13 – 17, 2010	A. Walker - Principal	Professional Conversation w/teacher about progress/concerns	Follow Up admin observation of teacher needed
Jan. 17 – 21, 2011	Reading Coach – S. Isom	Pre-Conference reg. Management during transition to TLC	Observation of Transition routines in class
Feb. 2 – March 4, 2011	Reading Coach – S. Isom	Co-Teaching	Follow Up coach observation of teacher needed
Mar. 7 – 11, 2011	A. Walker – Principal	Prof. conversation/dialogue w/teacher about progress/concerns	Admin Observation scheduled for mid March

### INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM OBSERVATION OF STANDARDS FORM-TEACHER

Teacher: M Employee No. \_\_\_\_\_ School: Holmes Elementary  
 Contract Status:  Annual 1  Annual 2  Annual 3  Annual \_\_\_\_\_  Professional Service  Continuing  
 Observation:  1  2  3  4  5  \_\_\_\_\_  
 Grade/Subject Observed: Reading /Language Arts Date: 02/11/11 Time: From 8:35 am To 10:00 am  
 Interim Teacher Incumbent Yes  No

Assessors use this form to document the required annual formal observation of the teacher. The form may also be used to document a targeted performance standard, in which case "NA" is noted for the other standards. Evidence may be positive and/or negative examples. (For further explanation in completion of this form, refer to the IPEGS Teacher Handbook.)

<b>PERFORMANCE STANDARD 1: LEARNER PROGRESS</b> The work of the teacher results in acceptable and measurable learner progress based on state/local standards, district goals, school goals and/or the teacher's goals.	<input checked="" type="checkbox"/> Not an observable standard – No comment required unless warranted.
<b>PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS</b> The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.	Comment Required Professional failed to provide various activities that would accommodate different academic abilities and students' learning styles. Professional failed to identify specific ways to help all students meet learning goals. Small group goals were not clear or evident. No evidence that learning activities were appropriate for students based on specific student data.
<b>PERFORMANCE STANDARD 3: INSTRUCTIONAL PLANNING</b> The teacher uses appropriate curricula (including state reading requirements, if applicable), instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.	Comment Required Professional failed to plan effectively as evidenced by lesson plans not being available during observation period. Lesson plans provided to the observer at the end of the day were incomplete and completely inconsistent with lesson actually delivered during the observation period.
<b>PERFORMANCE STANDARD 4: INSTRUCTIONAL DELIVERY AND ENGAGEMENT</b> The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.	Comment Required Professional failed to introduce the purpose, scope and sequence of the lesson. Professional did not incorporate higher order thinking questions during whole group or small group instruction. Professional failed to make effective use of instructional time by rereading the story of the week for 30 min. Professional failed to correct students making incorrect responses to questions posed. Small group instruction was not purposeful or designed to meet the individual needs of the students. Student in small group made the comment "We have done this already".
<b>PERFORMANCE STANDARD 5: ASSESSMENT</b> The teacher gathers, analyzes, and uses data (including FCAT state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.	<input checked="" type="checkbox"/> Not an observable standard – No comment required unless warranted.
<b>PERFORMANCE STANDARD 6: COMMUNICATION</b> The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.	<input checked="" type="checkbox"/> Not an observable standard – No comment required unless warranted.
<b>PERFORMANCE STANDARD 7: PROFESSIONALISM</b> The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.	<input checked="" type="checkbox"/> Not an observable standard – No comment required unless warranted.
<b>PERFORMANCE STANDARD 8: LEARNING ENVIRONMENT</b> The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.	Comment Required Professional failed to adequately supervise students as evidenced by one student repeatedly signing off and on of the SuccessMaker Reading program for the entire 15 min. rotation, instead of completing a session. The professional failed to redirect student during whole group instruction as student played with a wet paper towel and his reading book for 8 mins. The professional also failed to redirect a student sitting next to her during small group instruction as student dropped to the floor and began to write on the floor as the professional continued with small group.

Professional Support and Assistance Required (If additional conversations are needed, document as appropriate.)

Conversation Date: \_\_\_\_\_ Professional Support and Assistance Status:  Completed  Continued  
 Conversation Date: \_\_\_\_\_ Professional Support and Assistance Status:  Completed  Continued  
 Conversation Date: \_\_\_\_\_ Professional Support and Assistance Status:  Completed  Continued

**Comments/Specific Suggestions**  
 The Professional will benefit from working with the Reading Coach in developing appropriate lesson plans by attending/participating in common planning sessions and identifying effective instructional strategies inclusive of opening routines and utilization of resource materials. Additionally, the Professional will implement effective classroom management strategies. Demonstration lessons will be provided by the Reading Coach. The professional would also benefit from observing in the model classroom for her grade level. Newly acquired strategies/skills/techniques will be evidenced in planning, instructional delivery and classroom management during formal and informal observations.

If performance is unsatisfactory complete this section by marking the appropriate boxes.  
 Deficiencies noted in the following performance standard(s): 1  2  3  4  5  6  7  8

Assessor Action: Support Dialogue  Improvement Plan

Signatures acknowledge the occurrence of the post-observation meeting and receipt of a copy of the observation form by the professional.  
 Assessor's Signature: Standa... Date: 2/18/11

Teacher's Signature: [Signature] Date: 2/18/11

**INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM  
OBSERVATION OF STANDARDS FORM-TEACHER**

Teacher: \_\_\_\_\_ Employee No. \_\_\_\_\_ School: Holmes Elementary  
 Contract Status:  Annual 1  Annual 2  Annual 3  Annual \_\_\_\_\_  Professional Service  Continuing  
 Observation:  1  2  3  4  5 \_\_\_\_\_ Interim Teacher Incumbent Yes  No   
 Grade/Subject Observed: 2nd Gr. Reading /Language Arts Date: 03/10/11 Time: From 8:35 am To 9:30 am

Assessors use this form to document the required annual formal observation of the teacher. The form may also be used to document a targeted performance standard, in which case "NA" is noted for the other standards. Evidence may be positive and/or negative examples. (For further explanation in completion of this form, refer to the IPEGS Teacher Handbook.)

<p><b>PERFORMANCE STANDARD 1: LEARNER PROGRESS</b> The work of the teacher results in acceptable and measurable learner progress based on state/local standards, district goals, school goals and/or the teacher's goals.</p>	<p><input checked="" type="checkbox"/> Not an observable standard – No comment required unless warranted.</p>
<p><b>PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS</b> The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.</p>	<p><i>Comment Required</i> Professional failed to provide various activities that would accommodate different academic abilities and students' learning styles. Professional failed to identify specific ways to help all students meet learning goals. Small group goals were not clear or evident. No evidence that learning activities were appropriate for students based on specific student data.</p>
<p><b>PERFORMANCE STANDARD 3: INSTRUCTIONAL PLANNING</b> The teacher uses appropriate curricula (including state reading requirements, if applicable), instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.</p>	<p><i>Comment Required</i> Professional failed to plan effectively as evidenced by lesson plans that were incomplete and completely inconsistent with lesson actually delivered during the observation period.</p>
<p><b>PERFORMANCE STANDARD 4: INSTRUCTIONAL DELIVERY AND ENGAGEMENT</b> The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.</p>	<p><i>Comment Required</i> Professional failed to introduce the purpose, scope and sequence of the lesson. Professional did not incorporate higher order thinking questions during whole group instruction. Professional failed to make effective use of instructional time. Whole group assignment, which appeared to be a test on the story for the week, was pointless. No clear goal/purpose or directions for completion of assignment given during observation period was expressed to students. Good reading strategies were not reviewed with students. Two students, not sitting with the group, that were completing assignment given were often overlooked, one of which completed his assignment with no assistance in 5 mins. and played with his pencil inside his desk for 10 mins. before he was addressed by the teacher. Small group instruction initiated was not purposeful or designed to meet the individual needs of the students.</p>
<p><b>PERFORMANCE STANDARD 5: ASSESSMENT</b> The teacher gathers, analyzes, and uses data (including FCAT state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.</p>	<p><input checked="" type="checkbox"/> Not an observable standard – No comment required unless warranted.</p>
<p><b>PERFORMANCE STANDARD 6: COMMUNICATION</b> The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.</p>	<p><input checked="" type="checkbox"/> Not an observable standard – No comment required unless warranted.</p>
<p><b>PERFORMANCE STANDARD 7: PROFESSIONALISM</b> The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.</p>	<p><input checked="" type="checkbox"/> Not an observable standard – No comment required unless warranted.</p>
<p><b>PERFORMANCE STANDARD 8: LEARNING ENVIRONMENT</b> The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.</p>	<p><i>Comment Required</i> Professional failed to adequately arrange students to support learning as evidenced by two students not sitting with the group of 6 students being actively included in the lesson. Students not sitting in the group were often staring blankly and not focused on the activity.</p>

Professional Support and Assistance Required (If additional conversations are needed, document as appropriate.)  
 Conversation Date: \_\_\_\_\_ Professional Support and Assistance Status:  Completed  Continued  
 Conversation Date: \_\_\_\_\_ Professional Support and Assistance Status:  Completed  Continued  
 Conversation Date: \_\_\_\_\_ Professional Support and Assistance Status:  Completed  Continued

**Comments/Specific Suggestions**

The Professional will benefit from working with the Reading Coach in developing appropriate lesson plans by attending/participating in common planning sessions and identifying effective instructional strategies inclusive of opening routines and utilization of resource materials. Additionally, the Professional will implement effective classroom management strategies. Demonstration lessons will be provided by the Reading Coach. The professional would also benefit from observing in the model classroom for her grade level. Newly acquired strategies/skills/techniques will be evidenced in planning, instructional delivery and classroom management during formal and informal observations.

*If performance is unsatisfactory complete this section by marking the appropriate boxes.*

Deficiencies noted in the following performance standard(s): 1  2  3  4  5  6  7  8   
 Assessor Action: Support Dialogue  Improvement Plan

Signatures acknowledge the occurrence of the post-observation meeting and receipt of a copy of the observation form by the professional.

Assessor's Signature: Jolanda Allen Date: 3-25-11

Teacher's Signature: \_\_\_\_\_ Date: Mar. 25, 2011

**INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM  
OBSERVATION OF STANDARDS FORM-TEACHER**

Teacher: Dawn Drip Employee No. \_\_\_\_\_ School: Holmes Elementary School  
 Contract Status:  Annual 1  Annual 2  Annual 3  Annual \_\_\_  Professional Service  Continuing  
 Observation:  1  2  3  4  5  \_\_\_\_\_ Interim Teacher Incumbent Yes  No   
 Grade/Subject Observed: Grade 4 - Reading/Lang. Arts Date: 11/30/10 Time: From 11:20 To 12:20

Assessors use this form to document the required annual formal observation of the teacher. The form may also be used to document a targeted performance standard, in which case "NA" is noted for the other standards. Evidence may be positive and/or negative examples. (For further explanation in completion of this form, refer to the IPEGS Teacher Handbook.)

**PERFORMANCE STANDARD 1: LEARNER PROGRESS**  
 The work of the teacher results in acceptable and measurable learner progress based on state/local standards, district goals, school goals and/or the teacher's goals.  Not an observable standard – No comment required unless warranted.

**PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS**  
 The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles. *Comment Required*  
 The professional demonstrated knowledge of learners and addressed the different learning styles as evidenced through continually circulating throughout the room during the teacher directed lesson, the use of choral reading, and using immediate feedback for students.

**PERFORMANCE STANDARD 3: INSTRUCTIONAL PLANNING**  
 The teacher uses appropriate curricula (including state reading requirements, if applicable), instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students. *Comment Required*  
 The lesson plans included the necessary components.

**PERFORMANCE STANDARD 4: INSTRUCTIONAL DELIVERY AND ENGAGEMENT**  
 The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners. *Comment Required*  
 The professional attempted to address academic needs through the use of higher order questions, however the wait time used was too short.

**PERFORMANCE STANDARD 5: ASSESSMENT**  
 The teacher gathers, analyzes, and uses data (including FCAT state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.  Not an observable standard – No comment required unless warranted.

**PERFORMANCE STANDARD 6: COMMUNICATION**  
 The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.  Not an observable standard – No comment required unless warranted.

**PERFORMANCE STANDARD 7: PROFESSIONALISM**  
 The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.  Not an observable standard – No comment required unless warranted.

**PERFORMANCE STANDARD 8: LEARNING ENVIRONMENT**  
 The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm. *Comment Required*  
 The professional created a safe learning environment, as evidenced by the use of classical movement and verbal positive reinforcement throughout the lesson.

**Professional Support and Assistance Required (If additional conversations are needed, document as appropriate.)**  
 Conversation Date: 11/6/10 Professional Support and Assistance Status:  Completed  Continued  
 Conversation Date: \_\_\_\_\_ Professional Support and Assistance Status:  Completed  Continued  
 Conversation Date: \_\_\_\_\_ Professional Support and Assistance Status:  Completed  Continued

**Comments/Specific Suggestions**  
 The professional has made observable improvement in performance standards 2, 3, 4 and 8. However, professional support and assistance will be provided to further enhance instructional delivery and engagement, as well as the overall learning environment.

*If performance is unsatisfactory complete this section by marking the appropriate boxes.*  
 Deficiencies noted in the following performance standard(s): 1  2  3  4  5  6  7  8   
 Assessor Action: Support Dialogue  Improvement Plan   
 Signatures acknowledge the occurrence of the post-observation meeting and receipt of a copy of the observation form by the professional  
 Assessor's Signature: [Signature] Date: 12/2/10  
 Teacher's Signature: [Signature] Date: 12/2/10

**Instructional Performance Evaluation and Growth System (IPEGS)  
Support Dialogue (SD) Meeting Notification Form**

Professional's Name: \_\_\_\_\_ Professional's Employee Number: \_\_\_\_\_

Assessor's Name: Atunya Walker Assessor's Title/Position: Principal

School/Work Location Name: Holmes Elementary School School/Work Location Number: 2501

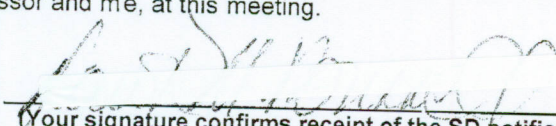
As a result of the observation conducted on Tues 10/26/10, an IPEGS Support Dialogue meeting has been scheduled to discuss supportive actions that should assist you in instructional performance improvement. You may bring union representation and/or a mutually agreed upon peer support professional to the meeting. The location, date and time of your Support Dialogue meeting are as follows:

Location: Holmes Elementary School-Principal's Office

Date: 11/03/10

Time: 1:30 PM

My signature indicates that I have received a two-day (48 hours) notice of a Support Dialogue meeting and I am aware that I am entitled to have union representation and/or a peer support professional, who is mutually agreed upon by the assessor and me, at this meeting.

Professional's Signature:  Date: Nov. 01, 2010  
(Your signature confirms receipt of the SD notification)