

Allen County Schools

Certified Personnel Evaluation

Plan and Process

Amended – Revised
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Allen County Schools

Certified Personnel Evaluation Plan

Allen County

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EVALUATION IS...

- The process of assessing or determining the effectiveness of performances and products:
- To promote the continuation of professional competence;
- To identify areas for professional growth; and
- To assist in making personnel decisions
- For the purpose of improving instruction, curriculum, assessment, and other professional responsibilities.

Professional Growth and Evaluation Process Guidelines for Administrators

School Administrators

Principal interns:

frequency of formative observation and summative evaluation stipulated in 704 KAR 20:470 (refer to Appendices)

Experienced administrators:

summative evaluation shall occur annually (refer to 704 KAR 3:345, and Section 4 (2) (h) in Appendices)

All evaluations of certified employees below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators, (refer to KRS 156.101 Section (6) 1 in Appendices.)

Professional growth plans for administrators are developed/revised in accordance with the evaluation cycle for administrators and reviewed annually. Opportunities for the professional growth of the superintendent will be provided pursuant to KRS 156.111 and 704 KAR 3:406.

Teachers

(refer to chart on page 10)

Other Support Staff

All evaluations of certified employees below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers (other support staff) and administrators (refer to KRS 156.101 Section (6))

Professional growth plans for other support staff are developed/revised in accordance with the evaluation cycle and reviewed annually.

Administrator's Role in Professional Growth and Evaluation of Certified Personnel

Kentucky's evaluation guidelines define administrator as any person who devotes the majority of his/her employed time to service as principal, assistant principal, supervisor, head teacher, coordinator, director, assistant director, administrative assistant, finance officer, pupil personnel worker, guidance counselor, or school business administrator including the superintendent and any assistant, associate, or deputy superintendent. Head teachers may also serve as evaluators of certified personnel based upon KRS 160.345. The administrator assumes the role of evaluator for all certified school personnel whom he/she immediately supervises. [704 KAR 3:345 and KRS 160.345 (2) (c).]

For example, as a school's primary instructional leaders, the principal and the assistant/associate principal have the responsibility of guiding, facilitating, and supporting the teachers (and other school assigned certified personnel) in their endeavors to develop, revise, and implement the school curriculum, instruction, and assessment processes and procedures. This is adherent to the Administrator Standards set forth by the State Council on Administrator Standards and adopted by the Kentucky Education Professional Standards Board in June 1994.

Specific performance criteria within the Administrator Standards reveal the school administrator's role as instructional leader. The instructional leadership criteria are:

"The administrator understands and knows how to:

- communicate a desired results by developing shared vision and mission statement;
- build a climate for learning;
- apply concepts of curriculum, research, theory, and design to achieve academic expectations;
- obtain resources to carry out curricular, instructional and extra-curricular practices;
- **utilize formative and summative assessment of programs, students, staff, and self for continuous improvement of student achievement;**
- plan strategically;
- use information systems and technologies;
- **facilitate and nurture professional growth and development of staff;**
- promote multicultural awareness, gender sensitivity, and racial and ethnic appreciation;
- apply research, theory, and informed practice about human development and learning;
- define programs that promote and recognize individual differences;
- successfully solved problems in accord with professional ethics; and
- model life-long personal and professional development."

KRS 156.101 defines the role of "instructional leader:" it states that "principals...have the primary responsibility for instructional leadership in the schools to which they are assigned." In addition, the immediate supervisor of all certified school employees shall serve as the primary evaluator in completing the local district evaluation documents. All evaluators must be trained, tested, and certified according to the stipulations set forth in Kentucky's statutes and administrative regulations.

Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluate. A teacher who exercised this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluate have not agreed upon the selection of the third-party observed within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

Evaluation System Components (704 KAR 3:345 – Evaluation Guidelines)

<i>District flexibility in documentation</i>	According to 704 KAR 3:345, Section 1. (3) “Evaluation” means the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning...based on predetermined criteria, through periodic observation and <u>other documentation including a portfolio, peer review, product or performance</u> : or (b) <u>the establishment and monitoring of a professional growth plan.</u> ”
<i>Who develops</i>	The KAR Section 4. (1) further states: “An evaluation <u>committee</u> consisting of <u>equal numbers</u> of teachers and administrators shall <u>develop evaluation procedures and forms.</u> ”
<i>System has two purposes</i>	Section 4. (2) (c) states: “The <u>evaluation system shall include a professional growth plan</u> aligned with specific goals and objectives of the school improvement and professional development transformation plans and shall be reviewed annually.”
<i>Professional growth plan matches other district plans</i>	Section 1 (11) reads: “Professional growth plan” means an individualized plan that includes: <ul style="list-style-type: none"> (a) <u>Goals</u> for enrichment and development that are established by the person being evaluated with the assistance of an evaluator; (b) <u>Objectives – a plan for achieving the objectives and a method for evaluating success; and</u> (c) <u>Alignment</u> with the specific goals and objectives of the school improvement and professional development or transformation plans.
<i>All evaluators trained, tested and certified</i>	Furthermore, Section 6. (1) reveals: “All primary evaluators, with the exception of district board of education members, <u>shall be trained, tested and certified.</u> ”
<i>Conducted openly</i>	Section 4. (2) (b) states: “The <u>monitoring or observations of performance</u> of a certified employee shall be <u>conducted openly</u> and with the full knowledge of the teacher or administrator.”
<i>In writing; part of personnel records</i>	Lastly, Section 4 (2) (i) reads: “The <u>evaluation</u> of a certified employee...shall be <u>in writing</u> on an evaluation form and <u>become a part of the official personnel record.</u> ”

Evaluation System Components

(KRS 156.101 – Instructional Leader Defined)

<i>KBE develops written evaluation guidelines</i>	KRS 156.101. (6) (c) requires the Kentucky Board of Education to “develop <u>written guidelines</u> for school districts to follow in developing and implementing an evaluation system...”
<i>Professional growth assistance provided</i>	Furthermore, Subsection (6) (c) 6. mandates: “The evaluation system shall include a plan whereby the <u>person evaluated is given assistance</u> for becoming more proficient as a teacher.”
<i>KDE visits and reviews LSD’s documents</i>	Section (6) (c) (7) states: “The State Department of Education shall visit school districts within the Commonwealth as needed to review and insure implementation of the evaluation system by the local school district. The department shall establish and appeals procedure for certified school employees who feel that the local school failed to properly implement the approved evaluation system.”

Certified School Personnel Includes:

1. **Administrator** – meaning any staff person who devotes the majority of his/her employed time to service as a principal, assistant principal, head teacher, supervisor, coordinator, director, assistant director, administrative assistant, finance officer, pupil personnel worker, guidance counselor, school psychologist, or school business administrator including the superintendent and any assistant, associate, or deputy superintendent.
2. **Teacher** – refers to any certified staff person who directly instructs students.
3. **Other Support Staff** – is any certified staff other than the teacher or administrator, such as librarians, media specialists, etc.

Glossary of Evaluation Terms and Definitions

(as applied to Kentucky's professional growth and certified personnel evaluation process)

Evaluation terms and definitions listed below include those presented in KRS 156.101, 704 KAR 3:345, and KRS 160.345 (2) (c).

Administrator – any staff person who devotes the majority of his/her employed time to service as principal, assistant principal, head teacher, supervisor, coordinator, director, assistant director, administrative assistant, finance officer, pupil personnel worker, guidance counselor, or school business administrator including the superintendent and any assistant, associate, or deputy superintendent.

Appeals – a process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with their evaluation.

Conference – is a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and for identifying areas for growth leading to establishment or revision of a professional growth plan.

Corrective action plan – a plan developed by the evaluator and evaluatee as a result of an unsuccessful standard rating(s) on the summative evaluation. Specific assistance and activities are identified and progress monitored.

Evaluatee – one whose behaviors and performances are being observed, examined, appraised or critiqued.

Evaluation – means the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based upon predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products, and performances. Evaluation shall also include the establishment and monitoring of individual professional growth plans.

Evaluation committee – consists of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.

Evaluation plan – includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. Both the plan and the procedures must be approved by the Kentucky Board of Education.

Evaluation procedures – as well as the evaluation forms, must be designed to foster professional growth and to support individual personnel decisions.

Evaluator – one who appraises or carefully examines behaviors and performances to determine a value. Evaluators must be trained, tested and certified.

Formative evaluation – is a continuous cycle of collecting evaluation information and interacting, and providing feedback with suggestions regarding the certified employee's professional growth and performance.

Indicators – are measurable behaviors and outcomes which demonstrate performance criteria.

Instructional leaders – are principals with the assistance of assistant principals, supervisors of instruction, guidance counselors, and directors of special education. Principals have the primary responsibility for instructional leadership in the schools to which they are assigned.

Job category – is the term used to signify a group or class of positions with closely-related functions such as: principal, coordinator or director.

Glossary of Evaluation Terms and Definitions (continued)

- Monitoring** – to supervise; to check systematically or scrutinize for the purpose of collecting specified categories of data. (For example: principals monitor teachers lesson plans, units of study, interactions with students, parents and each other.)
- Observation** – a process of gathering factual information in the performance of duty, based upon predetermined criteria in the district evaluation plan.
- Observee** – one who is observed by the observer.
- Observer** – one who sees and reports behaviors. This is usually the primary evaluator.
- Openly** – with full knowledge of others (evaluate).
- Other support staff** – include any certified staff other than teacher or administrator.
- Performance Criteria** – are performance areas, skills or outcomes on which the certified employee shall be evaluated based upon position and the district evaluation plan.
- Position** – is a professional role in the school district such as: teacher, secondary principal, supervisor of instruction.
- Primary Evaluator** – is the evaluator who is the employee's immediate supervisor.
- Professional Growth Plan** – is a plan whereby the person being evaluated established goals for enrichment and development and the assistance of the evaluator is identified. The individualized plan includes objectives, a plan for achieving the objectives, and method for evaluating success. The individual professional growth plan shall be aligned with the specific goals and objectives of the school improvement and professional development or transformation plans.
- Post-Conference** – is a meeting between the evaluator and the certified personnel employee to provide feedback from the evaluator. The evaluator and the certified personnel employee analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan.
- Pre-Conference** – is a meeting between the evaluator and the certified personnel to discuss and plan the schedule, date, content, time, etc. of the observation(s).
- Standards of Performance** – are acceptable qualitative or quantitative levels of specific job performances expected of effective certified personnel employees.
- Summative Evaluation** – is the summary of and conclusions from, all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written evaluation report.
- Teacher** – is any certified staff person who directly instructs students.

Evaluations Timelines (Stipulated)

Stipulated

Internship employees (teachers and principals) are evaluated according to the specific timeframes stipulated in the respective administrative regulations.

All non-tenured employees and tenured employees are evaluated in accordance with the timeframes established by the local evaluation committee and written in the local evaluation plan. (See page 10-11)

Allen County's evaluation plan requires ample time between required formative observations for the employee to engage in growth activities for correcting and identifying weaknesses.

For a non-tenured employee evaluated twice formatively and once summatively the following schedule must be followed:

First formative observation/conference (Professional growth activities)	By October 15
Second formative observation/conference (Professional growth activities)	By March 15
Summative evaluation (to Superintendent)	Before April 15

Internship/Professional Growth & Evaluation Processes

Intern Teacher	New and Experienced Teachers	
Non-Tenured	Non-Tenured	Tenured
Less than one (1) year	One (1) through four (4) years	More than four (4) years
<p>All certified employees shall be made aware no later than the end of the first month of reporting for employment for each school year of the criteria on which they are to be evaluated.</p>		
FORMATIVE PHASE (data collection)		
<p>Initial Conference & Pre-conference(s) <i>(prior to each observation)</i></p> <ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information 	<p>Pre-conference(s) <i>(prior to each observation)</i></p> <ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information 	<p>Pre-conference(s) <i>(prior to each observation)</i></p> <ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information
<p>Formative Observations</p> <ol style="list-style-type: none"> 1. minimum of three (3) per year when results are satisfactory* 2. prior to each formative conference 3. use KTIP Form 	<p>Formative Observations</p> <ol style="list-style-type: none"> 1. minimum of two (2) per year when results are satisfactory* 2. prior to each formative conference 	<p>Formative Observations</p> <ol style="list-style-type: none"> 1. minimum of one (1) per year when results are satisfactory* 2. prior to each formative conference
<p>Formative Conference (post)</p> <ol style="list-style-type: none"> 1. minimum of three (3) per year* 2. intern/intern committee 3. conference with intern follows observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities 6. written reports 	<p>Formative Conference (post)</p> <ol style="list-style-type: none"> 1. minimum of two (2) per year* 2. evaluator/evaluatee 3. within one (1) work-week following each observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities 	<p>Formative Conference (post)</p> <ol style="list-style-type: none"> 1. minimum of one (1) year period when results are satisfactory* 2. evaluator/evaluatee 3. within one (1) work-week following each observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities
<i>*More observations may occur when results are unsatisfactory</i>		
SUMMATIVE PHASE (decision-making)		
<p>Summative Conference</p> <ol style="list-style-type: none"> 1. discussion between intern and intern committee 2. one time 3. includes all data collected 4. held at the end of the cycle 5. completed (written) report provided to the intern 6. establish/revise individual professional growth plan 	<p>Summative Conference</p> <ol style="list-style-type: none"> I. discussion between evaluatee and evaluator II. once per year III. includes all evaluation data collected IV. held at the end of the evaluation cycle V. completed (written) evaluation report provided to evaluatee VI. establish/revise individual professional growth plan 	<p>Summative Conference</p> <ol style="list-style-type: none"> 1. discussion between evaluatee and evaluator 2. once every three (3) years 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) evaluation report provided to evaluatee 6. establish/revise individual professional growth plan
<p>Summative Evaluation</p> <ol style="list-style-type: none"> 1. one time 2. summary/conclusions from all formal and informal evaluation data 3. written report and decision 	<p>Summative Evaluation</p> <ol style="list-style-type: none"> I. once each year II. summary/conclusions from all evaluation data (formative and summative) III. written evaluation report 	<p>Summative Evaluation</p> <ol style="list-style-type: none"> 1. minimum of one (1) every three (3)-year period 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report
<p>District teacher personnel files <i>shall contain</i>:</p> <ol style="list-style-type: none"> 1. Summative evaluation (completed form) per teacher at the end of the evaluation cycle. 2. Individual professional growth plan per teacher/per evaluation cycle (reviewed annually) 3. Intern records maintained according to KTIP 704 KAR 20:690 		
<p>Procedures used for interns are stipulated by 704 KAR 20:690 (Kentucky Teacher Internship Program) and are for certification purposes only. However, interns are subject to the local district evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.101.</p>		

Administrative Internship/Professional Growth & Evaluation Processes

Intern Principal	All School Administrators
	(except local district superintendent)
Less than one (1) year	One (1) or more years experience
All certified employees (school administrators) shall be made aware no later than the end of the first month of reporting for employment for each school year of the criteria on which they are to be evaluated.	
FORMATIVE PHASE (data collection)	
Initial Conference & Pre-conference(s) (prior to each observation) <ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where 4. activity observed 5. other exchange of information 	Pre-conference(s) (prior to each observation) <ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where activity observed 4. other exchange of information
Formative Observations <ol style="list-style-type: none"> 1. minimum of three (3) per year when results are satisfactory* 2. prior to each formative conference 3. use PIP form 	Formative Observation <ol style="list-style-type: none"> 1. minimum of one (1) per year when results are satisfactory* 2. prior to each formative conference
Formative Conferences (post) <ol style="list-style-type: none"> 1. minimum of three (3) per year* 2. intern/intern committee 3. conference with intern follows observation 4. open discussion of observation and feedback to principal regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities 6. written reports 	Formative Conferences (post) <ol style="list-style-type: none"> 1. minimum of three (3) per year* 2. intern/intern committee 3. conference with intern follows observation 4. open discussion of observation and feedback to principal regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities written reports
<i>*More observations may occur when results are unsatisfactory</i>	
SUMMATIVE PHASE (decision-making)	
Summative Evaluation <ol style="list-style-type: none"> 1. one time 2. summary/conclusions from all formal and informal evaluation data 3. written report and decision 	Summative Evaluation <ol style="list-style-type: none"> 1. once each year 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report
Summative Conference (post) <ol style="list-style-type: none"> 1. discussion between intern and intern committee 2. one time 3. includes all data collected 4. held at the end of the cycle 5. completed (written) evaluation report provided to intern 6. discuss /revise individual professional growth plan 	Summative Conference (post) <ol style="list-style-type: none"> 1. discussion between person evaluated and evaluator 2. once each year 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) evaluation report provided to person evaluated 6. discuss/establish/revise individual professional growth plan
District teacher personnel files <u>shall contain</u>: <ol style="list-style-type: none"> 4. Summative evaluation (completed form) per teacher at the end of the evaluation cycle. 5. Individual professional growth plan per teacher/per evaluation cycle (reviewed annually) 6. Intern records maintained according to KTIP 704 KAR 20:690 	
Procedures used for interns are stipulated by 704 KAR 20:690 (Kentucky Teacher Internship Program) and are for certification purposes only. However, interns are subject to the local district evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.101.	

Ethical Guidelines for Evaluators

I. OPEN (no secrets)

- A. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee. (KRS 156.101)
- B. All certified school personnel shall be made aware...of the criteria on which they are to be evaluated. (704 KAR 3:345)
- C. Certified school employees should be made aware of any substantive change in the local district evaluation plan. Examples of substantive changes are: change in cycle, observation frequency, forms and appeals procedures.
- D. Newly-hired certified school employees or employees hired in the middle of the school year must be given a thorough orientation to the district evaluation plan prior to any evaluation observation visits.

II. HONEST (honest, sincere, factual, fair)

- A. Rely upon observable and documented data (either performance or product) for making evaluation decisions. Personal opinions, gossip, and rumors can only create havoc for both parties involved. All data collected must be substantiated and in written form (signed and dated by both observee and observer).
- B. All observations of performances and products should be made in writing. Experts have said, "If it isn't written, it didn't happen!" This is a good rule to follow. Evaluation requires documentation!
- C. All certified school employees deserve the evaluator's sincerest efforts in the evaluation process. The evaluator's time and attentiveness are of the utmost importance, particularly as research substantiates that instruction is improved when teaching skills are improved.
- D. Factual – behaviors are to be described in writing rather than by a memory-recall technique. (If an important event occurs when an evaluator has no paper or pencil available, record the incident in writing as soon as paper and pencil are available.)
- E. Questionable or unclear behaviors observed during the observation should be noted and discussed during the post-observation conference.

III. REASONABLE (common sense, ethical)

- A. Certified school employees are at various developmental levels (tenured, internist).
- B. Evaluation results, professional growth plans and completed forms must support personnel decisions.
- C. Inform all evaluatees of their rights to appeal. Appeals must coincide with the district procedures/timelines.
- D. Notify evaluatees in writing any time performance/behaviors/incidents are documented and placed in their personnel files. The evaluatee receives a copy of all entries.
- E. Performance criteria ratings must substantiate each standard rating.

IV. INTERPERSONAL

- A. Evaluators should dialogue with the evaluatee rather than dictate. A collegial relationship enhances the evaluation process.
- B. Listen to evaluatee's comments
- C. Honor or acknowledge feedback from the evaluatee.
- D. Arrive at a consensus with the evaluatee, when possible.

Evaluation Standards and Performance Criteria for Teachers

- **Represent current teaching practices;**
- **Reflect KERA initiatives;**
- **Apply to all teachers (K-12);**
- **Capture the essence of national teaching standards and Education Professional Standards Board standards; and**
- **Provide a workable, reasonable evaluation model for local school district use.**

Review the following standard titles and description of each:

Evaluation Standards for Teachers

- 1. Demonstrates Applied Content Knowledge**
- 2. Designs and Plans Instruction**
- 3. Creates and Maintains Learning Climate**
- 4. Implements and Manages Instruction**
- 5. Assesses and Communicates Learning Results**
- 6. Demonstrates Implementation of Technology**
- 7. Reflects and Evaluates Teaching/Learning**
- 8. Collaborates with Colleagues/Parents/Others**
- 9. Evaluates Teaching/Implements Professional Development**

Administrators Standards

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

- A. Collaboratively develop and implement a shared vision and mission.
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
- C. Create and implement plans to achieve goals.
- D. Promote continuous and sustainable improvement.
- E. Monitor and evaluate progress and revise plans.

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.
- B. Create a comprehensive, rigorous, and coherent curricular program.
- C. Create a personalized and motivating learning environment for students.
- D. Supervise instruction.
- E. Develop assessment and accountability systems to monitor student progress.
- F. Develop the instructional and leadership capacity of staff.
- G. Maximize time spent on quality instruction.
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning.
- I. Monitor and evaluate the impact of the instructional program.

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

- A. Monitor and evaluate the management and operational systems.
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.
- C. Promote and protect the welfare and safety of students and staff.
- D. Develop the capacity for distributed leadership.
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning.

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

- A. Collect and analyze data and information pertinent to the educational environment.
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
- C. Build and sustain positive relationships with families and caregivers.
- D. Build and sustain productive relationships with community partners.

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

- A. Ensure a system of accountability for every student's academic and social success.
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.
- C. Safeguard the values of democracy, equity, and diversity.
- D. Consider and evaluate the potential moral and legal consequences of decision making.
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling.

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

- A. Advocate for children, families, and caregivers.
- B. Act to influence local, district, state, and national decisions affecting student learning.
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

Preschool Teacher Standards

Standard 1: Designs/Organized Instruction

- 1.1 Designs developmentally/individually appropriate activity-based learning experiences
- 1.2 Makes provisions for special needs
- 1.3 Plans for safe, healthy environments and activities
- 1.4 Bases curriculum and instruction on developmental needs and Kentucky's learning goals
- 1.5 Facilitates positive guidance/self-regulation of the child
- 1.6 Links learning with cultural, social and family diversity
- 1.7 Incorporates multiple disciplines and service plans
- 1.8 Incorporates family resources, priorities and concerns
- 1.9 Relates current learning to transition plans
- 1.10 Uses technology to enhance learning and participation
- 1.11 Selects developmentally and individually appropriate strategies and resources
- 1.12 Provides a stimulus-rich indoor/outdoor environment
- 1.13 Identifies resources to accomplish management task
- 1.14 Demonstrates knowledge of child development theory/research

Standard 2: Creates/Maintains Learning Climates

- 2.1 Facilitates active involvement in a variety of structured and unstructured learning activities
- 2.2 Facilitates acquisition/integration of skills/concepts
- 2.3 Provides guidance/learning cues/positive feedback on progress
- 2.4 Provides a stimulus-rich indoor/outdoor environment
- 2.5 Uses technology/materials/media to enhance learning/control of the environment
- 2.6 Manages antecedent/consequent conditions to foster self-management
- 2.7 Uses cooperative learning to encourage interpersonal skills
- 2.8 Adapts environment to address special needs.
- 2.9 Facilitates positive interaction between children and adults
- 2.10 Uses physical/social/temporal environment to engage children and maximize learning
- 2.11 Recognizes diversity as a strength in children and families
- 2.12 Operates within legal and ethical guidelines
- 2.13 Demonstrates knowledge of recommended practices and research in physical/social learning environments
- 2.14 Demonstrates punctuality and good attendance for all duties
- 2.15 Adheres to school board policies and administrative procedures
- 2.16 Adheres to the state professional Code of Ethics

Standard 3: Implements/Manages Instruction

- 3.1 Facilitates active involvement in a variety of structured and unstructured learning activities
- 3.2 Incorporates multiple disciplines and service plans
- 3.3 Facilitates acquisition/integration of skills/concepts
- 3.4 Implements child oriented strategies to meet individual needs
- 3.5 Incorporates family-centered activities
- 3.6 Links learning to the child's experiences/knowledge in a culturally sensitive manner
- 3.7 Provides guidance/learning cues/positive feedback on progress
- 3.8 Uses pedagogically sound/legally defensible instructional practices
- 3.9 Uses adaptations/positioning/handling strategies to involve children in multi-ability groups
- 3.10 Uses technology/materials/media to enhance learning and control of the environment
- 3.11 Manages antecedent and consequent conditions to foster self-management behaviors
- 3.12 Facilitates positive interactions between children and adults
- 3.13 Uses physical, social and temporal environment to engage children and maximize learning
- 3.14 Identifies options/resources for transition to next class/program
- 3.15 Identifies the goal of the management task

- 3.16 Uses problem-solving and participatory group processes to address management problems
- 3.17 Establishes appropriate timelines for completing management tasks
- 3.18 Demonstrates knowledge of recommended practices and research in instructional strategies and management.

Standard 4: Assesses and Communicates Learning Results

- 4.1 Uses multiple assessment modes and methods with adaptations for children with special needs
- 4.2 Uses assessment tools/procedures according to standards
- 4.3 Actively involves families in the assessment process
- 4.4 Collects data systematically and records progress
- 4.5 Organizes assessment data communicates results to families and other team members in every day language
- 4.6 Identifies options and resources for transition to next class/program
- 4.7 Evaluates development/learning in a culturally sensitive manner
- 4.8 Applies state/national guidelines/mandates in child evaluation
- 4.9 Demonstrates knowledge of recommended practices and research in the assessment process

Standard 5: Reflects/Evaluates Teaching/Learning

- 5.1 Articulates and assesses the learning situation with respect to key elements
- 5.2 Applies professional guidelines/mandates in program evaluation
- 5.3 Evaluates impact of the program on child learning/development
- 5.4 Identifies professional development needs of assistants, staff and volunteers
- 5.5 Critically reviews and applies research and recommended practices in the program
- 5.6 Involves families, other team members, community patron and advisory boards in evaluation of programs
- 5.7 Proposes changes to improve learning and development
- 5.8 Demonstrates knowledge of recommended practices and research in program evaluation

Standard 6: Collaborates with Colleagues/Parents/Others

- 6.1 Uses effective team membership and interpersonal skills to support collaboration
- 6.2 Involves parents as partners on the team
- 6.3 Involves appropriate persons and agencies to address the situation, problem or task
- 6.4 Follows through on input from other members of the team
- 6.5 Encourages contributions from a variety of sources and backgrounds
- 6.6 Collaborates with families/personnel to support child transition
- 6.7 Makes appropriate referrals and provides functional and appropriate assessments as an interdisciplinary team member
- 6.8 Writes IEPs/transition plans with the team
- 6.9 Articulates children’s goals to assistants, staff and volunteers
- 6.10 Uses adult learning principles in training and supervision of assistants, staff and volunteers
- 6.11 Assesses the professional growth needs of assistants, staff and volunteers in a culturally sensitive manner
- 6.12 Identifies professional development needs of assistants, staff and volunteers
- 6.13 Evaluates and provides feedback on performance
- 6.14 Demonstrates knowledge of recommended practice and research in interdisciplinary collaboration and consultation

Standard 7: Engages in Professional Development

- 7.1 Assess own performance and identifies areas for growth
- 7.2 Articulates a professional development plan
- 7.3 Shows documented evidence of growth and performance
- 7.4 Demonstrates professional growth through participation in professional organizations
- 7.5 Critically reviews and applies research and recommended practices in the program
- 7.6 Expands personal knowledge of child development, interdisciplinary practice and family centered service

Standard 8: Supports Families

- 8.1 Expands personal knowledge of child development, interdisciplinary practice and family centered
- 8.2 Demonstrates sensitivity to family differences
- 8.3 Implements family-centered services which support child development
- 8.4 Informs families of legal rights and program procedures
- 8.5 Implements a continuum of family-oriented services
- 8.6 Applies adult learning principles to parent education activities
- 8.7 Uses varied two-way communication strategies
- 8.8 Demonstrates knowledge of recommended practice and research in family systems theory and family-centered services

Standard 9: Demonstrated Implementation of Technology

- 9.1 Operates a multimedia computer and peripherals to install and use a variety of software
- 9.2 Uses terminology related to computers and technology appropriately in written and verbal communication
- 9.3 Demonstrates knowledge of the use of technology in business, industry and society
- 9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations
- 9.5 Creates multimedia presentations using scanners, digital cameras and video cameras
- 9.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction
- 9.7 Uses computers and other technologies such as interactive instruction, and audio/video conferencing and other distance learning applications to enhance professional productivity and support instruction
- 9.8 Requests and uses appropriate assistive and adaptive devices for students with special needs
- 9.9 Designs lessons that use technology to address diverse student needs and learning styles
- 9.10 Practices equitable and legal use of computers and technology in professional activities
- 9.11 Facilitates the lifelong learning of self and others through the use of technology
- 9.12 Explores, uses, and evaluates technology resources: software, applications and related documentation
- 9.13 Applies research-based instructional practices that use computers and other technology
- 9.14 Uses computers and other technology for individual, small group, and large group learning activities
- 9.15 Uses technology to support multiple assessments of student learning
- 9.16 Instructs and supervises students in the ethical and legal use of technology

Teacher Standards

Standard 1: Demonstrates Applied Content Knowledge

- 1.1 Communicates concepts, processes, and knowledge.
- 1.2 Connects content to life experiences of student.
- 1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
- 1.4 Guides students to understand content from various perspectives.
- 1.5 Identifies and addresses students' misconceptions of content.

Standard 2: Designs and Plans Instruction

- 2.1 Develops significant objectives aligned with standards.
- 2.2 Uses contextual data to design instruction relevant to students.
- 2.3 Plans assessments to guide instruction and measure learning objectives.
- 2.4 Plans instructional strategies and activities that address learning objectives for all students.
- 2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.

Standard 3: Creates and Maintains Learning Climate

- 3.19 Communicates high expectations.
- 3.20 Establishes a positive learning environment.
- 3.21 Values and supports student diversity and addresses individual needs.
- 3.22 Fosters mutual respect between teacher and students and among students.
- 3.23 Provides a safe environment for learning.

Standard 4: Implements and Manages Instruction

- 4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.
- 4.2 Implements instruction based on diverse student needs and assessment data.
- 4.3 Uses time effectively.
- 4.4 Uses space and materials effectively.
- 4.5 Implements and manages instruction in ways that facilitate high order thinking.

Standard 5: Assesses and Communicates Learning Results

- 5.1 Uses pre-assessments.
- 5.2 Uses formative assessments.
- 5.3 Uses summative assessments.
- 5.4 Describes, analyzes, and evaluates student performance data.
- 5.5 Communicates learning results to students and parents.
- 5.6 Allows opportunity for student self-assessment.

Standard 6: Demonstrates Implementation of Technology

- 6.1 Uses available technology to design and plan instruction.
- 6.2 Uses available technology to implement instruction that facilitates student learning.
- 6.3 Integrates student use of available technology into instruction.
- 6.4 Uses available technology to assess and communicate student learning.
- 6.5 Demonstrates ethical and legal use of technology.

Standard 7: Reflects and Evaluates Teaching/Learning

- 7.1 Uses data to reflect on and evaluate student learning.
- 7.2 Uses data to reflect on and evaluate instructional practice.
- 7.3 Uses data to reflect on and identify areas for professional growth.

Standard 8: Collaborates with Colleagues/Parents/Others

- 8.1 Identifies students whose learning could be enhanced by collaboration.
- 8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.
- 8.3 Implements planned activities that enhance student learning and engage all parties.
- 8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

Standard 9: Evaluates Teaching/Implements Professional Development

- 9.1 Self assesses performance relative to Kentucky's Teacher Standards.
- 9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
- 9.3 Designs a professional growth plan that addresses identified priorities.
- 9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

Standard 10: Provides Leadership within School/Community/Profession

- 10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.
- 10.2 Develops a plan for engaging in leadership activities.
- 10.3 Implements a plan for engaging in leadership activities.
- 10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

Library Media Specialist Standards

Standard 1: Demonstrates Professional Leadership

- 1.1 Builds positive relationships within and between school and community
- 1.2 Promotes leadership potential in colleagues
- 1.3 Participates in professional organizations and activities
- 1.4 Writes and speaks effectively
- 1.5 Contributes to the profession, knowledge and expertise about teaching and learning
- 1.6 Guides the development of curriculum and instructional materials
- 1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 1.8 Initiates and develops educational projects and programs
- 1.9 Practices effective listening, conflict resolution, and group-facilitation skills as a team member
- 1.10 Demonstrates punctuality and good attendance for all duties
- 1.11 Adheres to school board policies and administrative procedures
- 1.12 Adheres to the state professional Code of Ethics

Standard 2: Demonstrates Knowledge of Effective Library Media Program

- 2.1 Provides an open, flexible schedule in which the library facility and resources are available to students and teachers on an “at need” basis
- 2.2 There are no limitations on the length of the visit or the frequency of visits. Students and classes come as often and as long as necessary
- 2.3 Provides opportunities and resources for teachers to integrate information skills into learning activities
- 2.4 Utilizes current technology to provide efficient access to and effective communication of information
- 2.5 Provides an inviting, accessible and stimulating place for individual and group use
- 2.6 Provides appropriate, accurate and current resources in all formats to meet the needs of the school community

Standard 3: Designs/Plans Library Media Program

- 3.1 Focuses instruction on one or more of Kentucky’s learning goals and academic expectations
- 3.2 Develops instruction that requires students to apply knowledge, skills and thinking processes
- 3.3 Integrates skills, thinking processes and content across disciplines
- 3.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learner
- 3.5 Creates and uses learning experiences that are developmentally appropriate for learners
- 3.6 Develops and incorporates strategies that address physical, social and cultural and that show sensitivity to differences
- 3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur
- 3.8 Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning
- 3.9 Develops and implements appropriate assessment processes
- 3.10 Secures and uses a variety of appropriate school and community resources to support learning
- 3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful and creative
- 3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges

Standard 4: Creates/Maintains Learning Climate

- 4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback
- 4.2 Maintains positive interaction by establishing appropriate expectations during group activities
- 4.3 Shows consistent sensitivity to individuals and responds to students objectively
- 4.4 Shows flexibility and creativity in the development of learning processes & instructional procedures
- 4.5 Locates and organizes materials and equipment to create an enriched multimedia environment

- 4.6 Encourages and supports individual and group inquiry

- 4.7 Uses a variety of management techniques that foster individual responsibility and cooperation.
- 4.8 Analyzes and changes the library to accommodate a variety of instructional strategies
- 4.9 Works with colleagues to develop an effective learning climate within the school

Standard 5: Implements/Manages Library Media Program

- 5.1 Plans long-range goals of the library media center or program and meets periodically with the faculty, administration and/or SBDM council to discuss the goals and accomplishments of the library media center
- 5.2 Plans and administers the budget with the administration and/or SBDM/advisory councils based on the needs and objectives of the library media center
- 5.3 Develops and administers library media center programs and policies unique to the philosophy of the school regarding materials selection, collection development, circulation, challenged materials, copyright and technology
- 5.4 Develops plans for maintaining a technologically current facility and program
- 5.5 Organizes, classifies and catalogs library materials following nationally recognized professional standards
- 5.6 Solicits suggestions from and communicates with faculty and students about services, materials, programs and facilities
- 5.7 Is responsible for organizing, maintaining and overseeing the library media center and its facilities, materials and equipment in order to create a functional, attractive, safe and orderly environment
- 5.8 Publicizes the library media center programs, services and materials through newsletters, announcements and other innovative ways
- 5.9 Evaluates programs, services, facilities and materials on a continuous basis
- 5.10 Plans and/or participates in special projects or proposals
- 5.11 Trains and supervises library media center clerical staff and volunteers
- 5.12 Maintains accurate records (e.g., purchase orders, bid specs, packing slips, etc.)
- 5.13 Follows the district approved selection policy which includes a procedure for the reconsideration of materials
- 5.14 Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum
- 5.15 Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations
- 5.16 Selects, acquires, circulates and maintains materials, technology and equipment which support the school's curriculum and professional needs
- 5.17 Keeps a current card or automated catalog and statistical records to verify the collection of the library media center holdings
- 5.18 Makes general repairs, weeds collection and takes annual inventory
- 5.19 Exercises a role in ensuring the library media center is an integral part of the school's instructional program by participating in curriculum development and planning regularly with teachers
- 5.20 Makes the library media center and its resources accessible to students and faculty by encouraging the use of the library media center by individuals, small groups and large groups for research, browsing, recreational reading and listening
- 5.21 Provides for the incorporation of information and instructional technologies into the school curriculum by assisting faculty in the development of instructional units and in the selection of materials to supplement instruction
- 5.22 Provides training in the use of new materials, technology and equipment
- 5.23 Establishes a positive rapport with staff and students by maintaining effective communication and being available as a personal resource for all students and faculty
- 5.24 Provides orientation for faculty and students
- 5.25 Facilitates the circulation of materials among schools in the district or with other agencies
- 5.26 Promotes recreational reading

Standard 6: Reflects/Evaluates Teaching/Learning

- 6.1 Assesses and analyzes the effectiveness of library media program

- 6.2 Makes appropriate changes to library media program based upon feedback, reflection and assessment results
- 6.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustment

Standard 7: Collaborates with Colleagues/Parents/Others

- 7.1 Initiates collaboration with others and creates situations where collaboration with others will enhance student learning
- 7.2 Discusses with parents, students and others the purpose and scope of the collaborative effort
- 7.3 Articulates expectations for each collaborative event, e.g., time lines and responsibilities
- 7.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution
- 7.5 Secures and makes use of school and community resources that present differing viewpoints
- 7.6 Recognizes and responds appropriately to differences in abilities, contributions and social and cultural backgrounds
- 7.7 Invites colleagues, parents, community representatives and others to help design and implement collaborative instructional projects
- 7.8 Analyzes previous collaborative experiences to improve future experiences
- 7.9 Assesses students' special needs and collaborates with school services and community agencies to meet those needs

Standard 8: Engages in Professional Development

- 8.1 Establishes priorities for professional growth
- 8.2 Analyzes student performance to help identify professional development needs
- 8.3 Solicits input from others in the creation of individual professional development plans
- 8.4 Applies to instruction the knowledge, skills & processes acquired through professional development
- 8.5 Modifies own professional development plan to improve instructional performance and to promote student learning

Standard 9: Demonstrated Implementation of Technology

- 9.1 Operates a multimedia computer and peripherals to install and use of variety of software
- 9.2 Uses terminology related to computers and technology appropriately in written and verbal communication
- 9.3 Demonstrates knowledge of the use of technology in business, industry and society
- 9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations
- 9.5 Creates multimedia presentation using scanners, digital cameras and video cameras
- 9.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations and use other emerging technologies to enhance professional productivity and support instruction
- 9.7 Uses computers and other technology such as interactive instruction and audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction
- 9.8 Requests and uses appropriate assistive and adaptive devices for students with special needs
- 9.9 Designs lessons that use technology to address diverse student needs and learning styles
- 9.10 Practices equitable and legal use of computers and technology in professional activities
- 9.11 Facilitates the life long learning of self and others through the use of technology
- 9.12 Explores, uses and evaluates technology resources: software, applications and related documentation
- 9.13 Applies research-based instructional practices that use computers and other technology
- 9.14 Uses computers and other technology for individual, small group and large group learning activities
- 9.15 Uses technology to support multiple assessments of student learning
- 9.16 Instructs and supervises students in the ethical and legal use of technology

Standard 1: Program Management, Research and Evaluation

- 1.1 Define needs and priorities
- 1.2 Determine objectives
- 1.3 Communicate with the stakeholders, including school councils, about the design, importance and effectiveness of the program
- 1.4 Organize personnel, physical resources and activities to accomplish needs, priorities and objectives specified by school plans
- 1.5 Evaluate the program to assure its contribution to the school's mission and goals
- 1.6 Use information systems and technology

Standard 2: Developmental Guidance Curriculum

- 2.1 Assess the developmental needs of students
- 2.2 Address academic expectation and school-to-work initiatives
- 2.3 Prepare students for successful transitions
- 2.4 Evaluate the results of the curriculum's impact
- 2.5 Modify the curriculum as needed to continually meet the needs of students
- 2.6 Guide individuals and groups of students through the development of educational and career plans
- 2.7 Provide guidance for maximizing personal growth and development
- 2.8 Teach the school developmental guidance curriculum
- 2.9 Assist teachers in the teaching of the guidance curriculum

Standard 3: Individual/Small Group Counseling

- 3.1 Provide a safe, confidential setting in which students present their needs and concerns
- 3.2 Promote wellness
- 3.3 Respond to crises
- 3.4 Communicate empathy and understanding
- 3.5 Utilize a broad range of techniques and accepted theories appropriate to school counseling
- 3.6 Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics and careers)
- 3.7 Intervene in problem/conflict situations and conduct follow-up sessions
- 3.8 Respect and nurture the uniqueness of each student
- 3.9 Mediate classroom and student conflict
- 3.10 Empower students to develop and use their resources

Standard 4: Consultation/Collaboration

- 4.1 Consult with parents, faculty, staff, administrators and others to enhance their work with students
- 4.2 Interpret relevant information concerning the developmental needs of students
- 4.3 Reduce barriers to student learning through direct referred services
- 4.4 Facilitate new student integration into the school environment
- 4.5 Work with teachers to provide support for students in a crisis situation
- 4.6 Interact with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees
- 4.7 Facilitate successful communication between and among teachers, parents teacher and students
- 4.8 Work with teachers and administrators relevant to behavior management to promote and support intervention strategies
- 4.9 Consult with external community and professional resources

School Counselor Standards – pg 1

Standard 5: Coordination

- 5.1 Coordinate with school and community personnel, including schools councils, to provide resources for students

- 5.2 Use an effective referral process for assisting students & others to use special program and services
- 5.3 Identify community agencies for referral of students
- 5.4 Maintain cooperative working relationships with community resources
- 5.5 Facilitate successful transition from one level of education to the next, (i.e. elementary to middle)

Standard 6: Assessment

- 6.1 Participate in the planning and evaluation of the district/school testing program
- 6.2 Assess, interpret and communicate learning results to students, faculty, parents and community
- 6.3 Collaborate with staff concerning assessment of special needs students
- 6.4 Use assessment results and other resources of student data in formulating student career/graduation plans
- 6.5 Coordinate student records to ensure the confidentiality of assessment data
- 6.6 Provide orientation sessions for faculty, students and parents regarding the assessment program

Standard 7: Adheres to Professional Standards

- 7.1 Adhere to professional codes of ethics of American Counseling Association, American School Counseling Association and the Code of Ethics adopted by the Kentucky Education Professional Standards Board
- 7.2 Adhere to federal/state laws and regulations related to education and child protection
- 7.3 Be responsible for the on-going professional development
- 7.4 Act in a role that clearly distinguishes themselves from any professional who administers disciplinary action
- 7.5 Be knowledgeable of the position statements of the American School Counselor Association
- 7.6 Identify activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession

Standard 8: Demonstrates Professional Leadership

- 8.1 Build positive relationships within and between school and community
- 8.2 Promote leadership potential in colleagues
- 8.3 Participate in professional organizations and activities
- 8.4 Write and speak effectively
- 8.5 Guides the development of curriculum and instructional materials
- 8.6 Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities
- 8.7 Initiates and develops educational projects and programs
- 8.8 Practice effective listening, conflict resolution and group-facilitation skills as a team members
- 8.9 Present program in a manner that reflects sensitivity to a multicultural and global perspective
- 8.10 Write for publication, present at conferences and provide professional development
- 8.11 Work with colleagues to administer an effective learning climate within the school
- 8.12 Demonstrates punctuality and good attendance for all duties
- 8.13 Adheres to school board policies and administrative procedures
- 8.14 Adheres to the state professional Code of Ethics

Standard 9: Engages in Professional Development

- 9.1 Establish priorities for professional growth
- 9.2 Analyze student performance to help identify professional development needs
- 9.3 Solicit input from others in the creation of individual professional development plans
- 9.4 Implement knowledge and skills acquired through on-going professional development
- 9.5 Modify own professional development plan to improve instructional performance and to promote student learning

Standard 10: Demonstrated Implementation of Technology

- 10.1 Operates a multimedia computer and peripherals to install and use a variety of software

- 10.2 Uses terminology related to computers and technology appropriately in written and verbal communication
- 10.3 Demonstrates knowledge of the use of technology in business, industry and society
- 10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations
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- 10.7 Uses computers and other technologies such as interactive instruction and audio/video conferencing and other distance learning applications to enhance professional productivity and support instruction
- 10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs
- 10.9 Designs lessons that use technology to address diverse student needs and learning styles
- 10.10 Practices equitable and legal use of computers and technology in professional activities
- 10.11 Facilitates the lifelong learning of self and other through the use of technology
- 10.12 Explores, uses & evaluates technology resources: software, applications and related documentation
- 10.13 Applies research-based instructional practices that use computers and other technology
- 10.14 Uses computers and other technology for individual, small group and large group learning activities
- 10.15 Uses technology to support multiple assessments of student learning
- 10.16 Instructs and supervises students in the ethical and legal use of technology.

School Psychologist Standards

Standard 1: Psychological Services

- 1.1 Participates in establishing priorities for the delivery of psychological/services
- 1.2 Maintains records of services requested and delivered
- 1.3 Interprets educational policies, programs and procedures related to psychological services
- 1.4 Explains roles/responsibilities of school psychologist to students, parents, school staff community
- 1.5 Works with school personnel to accomplish identified programs goals and objectives
- 1.6 Applies psychological research data to the development & evaluation of education programs/services
- 1.7 Utilizes school and community resources to maximize program effectiveness

Standard 2: Program Management/Leadership

- 2.1 Organizes daily practices in agreement with current knowledge of school psychologist
- 2.2 Promotes the use of school and community resources as additional means of accomplishing assessment goals
- 2.3 Assists in the screening of students possibly in need of more comprehensive assessment
- 2.4 Applies psychological and psycho educational assessment techniques as planned
- 2.5 Applies diagnostic assessment within specific areas of deficiency to
- 2.6 Implements intervention procedures with individuals and groups
- 2.7 Applies local, state & federal laws, policies and regulations to the school psychological services
- 2.8 Formulates educational recommendations and interventions consistent with assessment data
- 2.9 Contributes to the development and evaluation of instructional programs as planned
- 2.10 Plans or assists in the planning of psychological in-services training

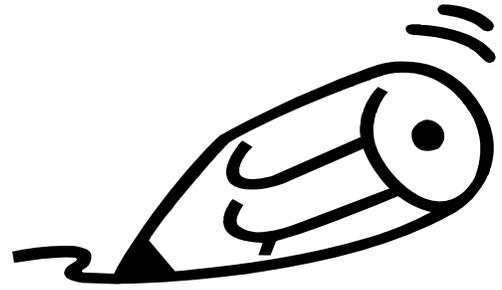
Standard 3: Interpersonal Relationships

- 3.1 Demonstrates positive collaborative relationships with students
- 3.2 Demonstrates positive collaborative relationships with staff
- 3.3 Demonstrates collaborative relationships with administrators
- 3.4 Demonstrates positive collaborative relationships with parents/community

Standard 4: Professional Responsibilities

- 4.10 Is punctual in the performance of duties Uses assessment tools/procedures according to standards
- 4.11 Participates in professional development activities to continually upgrade skills Collects data systematically and records progress
- 4.12 Makes studies of new practices and techniques for improving and keeping records Identifies options and resources for transition to next class/program
- 4.13 Develops & implements KERA activities that are designed to carry out the goals of the school district

REMEMBER!!



**If you didn't see it, it didn't happen!
If you didn't write it down, you didn't see it!**

...Jim Sweeney

Documentation substantiates ratings!!

Observation Visit (formative, data collection)

The observer and the observee agree upon an exact date and time for the observation visit. This is achieved by using a Pre-Observation Form. The Pre-Observation Form also provides the observer with other valuable information about the activity to be observed.

The observer will plan and organize the observation visit by:

1. reviewing the completed Pre-Observation Form and taking it to the observation visit;
2. allowing enough time to conduct the observation; and
3. taking a lined tablet for scripting behaviors/dialogues during the visit.

Immediately following the observation visit, the observer returns to a quiet location for analyzing the scripted notes and completing the Formative Data Collection Summary. It is important to analyze the scripted notes as soon as possible after conducting the observation. Performances and behaviors will be “fresh on your mind” and result in a more accurate and comprehensive analysis.

When analyzing your scripted notes, on the Formative Data Collection Summary, give consideration to ideas for observee’s professional growth and improvement, if justifiable.

Scripting

- *Scripting* refers to the written notes taken by the observer during an observation.
- The Observer uses a lined tablet and records date, beginning time, and observer's name at the top. There is no special format for this information. Some observers include the subject or specific lesson plan observed.
- The observer attempts to write down as many behaviors and dialogues as possible. Since it is impossible to capture in writing each word spoken or each verbal and non-verbal gesture, concentrate on those important behaviors and dialogues that coincide with the standards and performance criteria being assessed. Practice and actual experience will greatly improve the skill of scripting.
- The observer does not write about the behavior/dialogue, rather the observer writes the actual behavior/dialogue.
- Focus and scripting is on the observee's behaviors; however, "meaningful" behaviors of other involved should also be scripted.
- A few examples of scripting are provided on the following pages. The specific format and design used are left to the observer's discretion.
- It is important to remember that no judgmental values are written at this time during the scripting process.
- A few generic abbreviations are permissible. Some examples are:

T – teacher
S – student
Q – question
A – answer

However, scripted notes must be in writing so that the observee can read and understand them. The notes do not have to be in beautiful penmanship, but they must be legible to the observee.

- Throughout the scripting process, periodically record the time.

CONFERENCING IS...

- Providing specific feedback
- Sharing information
- Discussing behaviors
- Listening
- Discussing growth plans or activities
- Clarifying any misinformation concerning behaviors/products

Conferencing

The post-observation conference must occur within one work week after each formative observation visit, or sooner if stipulated in the local district evaluation plan. During the post-observation conference, the evaluatee and the evaluator discuss the observation visit, other documented observations and various products critiqued.

The observer/evaluator assumes the responsibility for planning and organizing the conference in order for both parties to receive the maximum benefit from the discussion.

Before the conference:

1. Make sure all written data to be shared are clear and legible.
2. Have written data collection summarized on the Data Collection Summary.
3. Maintain scripted notes as a handy reference to use during the conference in case questions arise concerning behaviors observed.
4. Schedule adequate time for the conference to discuss behaviors/performances/products observed and documented.

During the conference:

- I. Hold conferences in non-threatening environments, such as empty classrooms.
- II. Clarify any confusing behaviors observed and document appropriately after discussion.
- III. Provide time for input for observee/evaluate for self-reflecting and self-criteria observed and documented.
- IV. Provide objective feedback on both strengths and weaknesses of performance criteria observed and documented.
- V. Provide specific rather than general feedback.
- VI. Elicit discussion and input from observee/evaluate during conference and listen.
- VII. Allow time for discussion of the individual professional growth plan/activities.
- VIII. Assist in the identification of growth activities, possible resources, and scheduling time for accomplishing activities.

Conferencing Outline

- A. Conference Opening
 - 1. Set the tone
 - 2. Set the agenda for the conference. Decide what feedback you need
 - 3. Adjust the agenda based on evaluate input

- B. Conference Content
 - 1. Get information from evaluate regarding criteria
 - a. Elicit perceptions, feelings and concerns
 - b. Ask for specific feedback
 - 2. Help evaluatee self-diagnose
 - a. Listen openly
 - b. Don't be defensive
 - c. Watch for non-verbal expressions of feelings, needs or concerns
 - 3. Ask open-ended questions
 - a. Ask about options for handling things differently
 - b. Rephrase the situation if needed
 - c. Probe to get fuller understanding
 - d. Accurately reflect a point of view by repeating it or applying it
 - e. Ask for ideas
 - 4. Give your feedback regarding the observation
 - a. Express your appreciation
 - b. Communicate all necessary information

- C. Conference Closing
 - 1. Summarize the main points discussed
 - 2. Set direction for improvement
 - 3. Specify what will happen next, if appropriate

SUMMATIVE EVALUATION

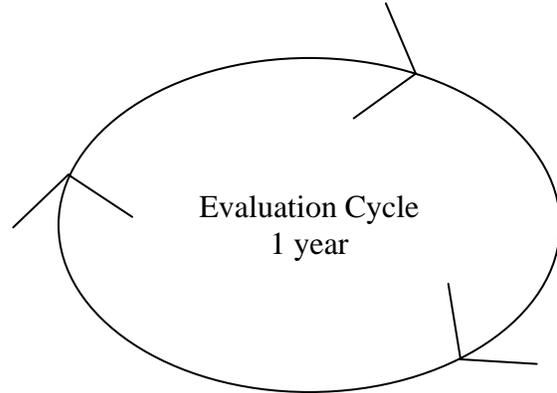
End of the Evaluation Cycle

Annually

Administrators, counselors, and non-tenured teachers

Each Year:

- Orientation
- Collect data
 - Observations
 - Conferences
 - Critique products
 - Unscheduled observations
 - Committee work
 - Reports
 - Communications
 - Professional behavior
- Develop Growth Plan
- Summative Evaluation/Conference

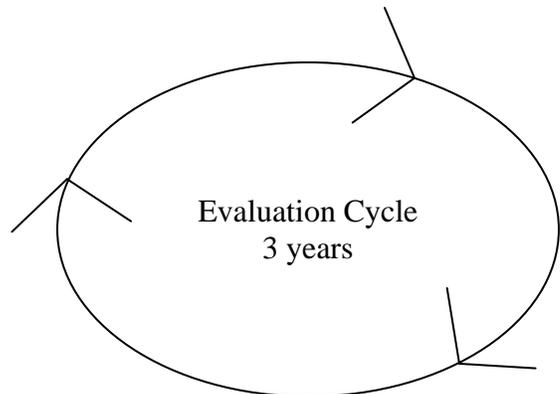


At Least Once Every Three Years

Tenured teachers

During the three year period:

- Annual Orientation
- Annually develop/visit growth plans
- Collect data (continuously)
 - Scheduled Observation
 - Conference
 - Critique products
 - Unscheduled observations
 - Committee work
 - Reports
 - Communications
 - Professional behavior
- Summative Evaluation/Conference



Summative Evaluation Form

The summative phase of the professional growth and evaluation process occurs at the end of the evaluation cycle. Ratings are made on the Summative Conferencing Form with the emphasis on reviewing, revising, or developing the professional growth plan/activities.

Discussion with the evaluatee may result in changing ratings, revising growth activities, and agreeing upon final summative ratings for the Summative Evaluation instrument.

The Summative Evaluation Form is completed during the conference. Final judgments and ratings are recorded at this time. The evaluator must make employment recommendations to the central office. Both evaluator's and evaluatee's signatures are required.

The evaluatee is provided with a copy of the completed Summative Evaluation at the close of the conference.

APPEALS PANEL HEARING PROCEDURES

The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. Any certified employee may, within 10 working days of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the plan. Upon receiving the request the panel will schedule a Preliminary Hearing to provide documentation to all parties and the panel. The chairperson of the panel shall be elected by the panel for each appeal. Four (4) copies of all documentation to be considered in the appeal shall be made available at this time. One copy for each of the committee and evaluator/evaluatee shall be provided. The chairperson shall convene the hearing and explain procedures for the process. The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide for legal counsel to the panel if requested. The closed hearing will include the panel, evaluatee, evaluator and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony. After the evaluatee and evaluator leave, the appeals committee shall remain and review all documents and formulate questions for the hearing.

Within 10 working days an Appeals Panel Hearing will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement, followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. An opportunity for questioning each party shall be provided. The panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will then be permitted to leave and the panel will consider all information provided within 15 working days of the filing of the appeal.

The panel's recommendation must include one of the following:

- a. a new evaluation by a second certified evaluator
- b. uphold the original evaluation
- c. remove the summative or any part of the summative from the personnel file

The chairperson of the panel shall present the decision to the Superintendent for action within three (3) working days of the panel's decision.

Any evaluatee who feels that the procedural issues were violated may appeal the decision to the State Board for Elementary and Secondary Education Appeals Panel

Appeals Panel

All members of the appeals panel shall be current employees of the district. Two members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship). One member of the panel is appointed by the Superintendent

Reference KRS 156.101 & 704 KAR 345

In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. Release time shall be provided for panel members at the discretion of the same. Funding for panel expenses will be provided from the general fund.

The Superintendent shall also appoint a member to serve on the panel and an alternate. The panel shall elect its chairperson for each appeal.

The length of term for an appeals panel member shall be one (1) year. Panel members may be re-elected for the position. The panel members shall assume their responsibilities on July 1 effective until June 30 of the following year. Elections shall be conducted and appointments made during the month of May.

The election shall be conducted by the District Contact Person using the following criteria:

Open Nomination – by May 31, each school will elect one candidate and submit name to Central Office for district ballot

Secret Ballot – all district certified staff will vote by secret ballot

One person/One Vote

All certified employees given the opportunity to vote

Panel members may seek training through the district contact person.

PROFESSIONAL GROWTH IS...

The continuous process of individual improvement:

- to enhance strengths;
- to correct weaknesses; and
- to identify development activities

for the purpose of improving performances that directly influence student achievement.

Professional Growth Plan

As with evaluation, professional growth activities should be more than a yearly, “one-time” event. Every school employee should view professional improvement as a never-ending process of enhancing and strengthening their techniques, methods, products, and performances. Kentucky educational reform re-emphasizes the need to provide professional development activities for all school employees, particularly since so many new changes in curriculum, instruction, and assessment have been mandated. School employees need to acquire the skills and knowledge necessary to meet these new KERA initiatives. The professional growth plan is one logical mechanism for achieving this need.

When developing an individual professional growth plan, the employee and the supervisor should discuss and agree upon a meaningful plan suited specifically to enhance and assist the performance of the evaluatee. Exactly when the growth plan originates is determined by the local evaluation and professional development district plan. Updates and revisions to the individual professional growth plan can result from observation visits, conferences between the employee and the immediate supervisor, and activities identified by the evaluatee as specific enrichment goals.

The professional growth plan must be reviewed annually and maintained as part of the district’s personnel files. The forms throughout this Study Guide have been designed to mesh professional growth into the entire evaluation process. All employees will develop their individual professional growth plan by aligning it with the school’s goals/consolidated plan and/or the local professional development plan.

Professional Growth and Evaluation Orientation for Certified Personnel

Principals and school administrators must provide the certified personnel with the local evaluation performance criteria at the beginning of each school year or within one month of employment. The district evaluation and professional development coordinator(s) are the local resources to assist the school administrator.

It is recommended that the school administrator (principal) conduct a professional growth evaluation orientation at a formal meeting, such as a faculty meeting of all certified school personnel, and present the following materials:

1. Pre-Observation Form
2. Formative Evaluation
3. Summative Evaluation for Teachers Form, and
4. Individual Professional Growth Plan Form

In addition, any local district evaluation and professional development forms might be included in this orientation meeting.

Throughout the orientation presentation/meetings, the principal (school administrator) should stress that the purpose of personnel evaluation is to improve instruction by developing and implementing a meaningful, individual professional growth plan, one that is carefully planned, standards-based, and school-based.

Keep in mind that it is the evaluator's primary responsibility to inform teachers/school administrators of the evaluation/professional growth process and ensure that all certified school personnel receive evaluation information required by law. Records must be kept regarding this process of information sharing. For example, if the evaluation information were shared at a faculty meeting, attendance records must be kept to ensure that all certified personnel have received the evaluation information.

A typical memorandum to certified school personnel announcing professional growth/evaluation-orientation meeting is on the new page. The major points to emphasize when conducting the presentation can be found on the page following the memorandum.

TO: All School Certified Personnel

FROM:

DATE:

SUBJECT: Meeting to discuss improvement of instruction through the Professional Growth Evaluation Process

Our _____(date) faculty meeting will be devoted primarily to share information with you on the ____
_____(school year) certified personnel evaluation forms and procedures.

As we all have experienced so many new educational changes since the passage of KERA, we understand the necessity and importance of working as partners to improve classroom instruction in nay way possible. I consider the process of personnel evaluation to be one of the most beneficial ways that we, together, can impact the quality of instruction at _____(school name).

I look forward to discussing the professional growth and evaluation forms and standards at our meeting. If you cannot attend, please send a written notice to me. This way, I can make provisions for sharing the evaluation information with you.

Thank you

Evaluation Forms

Evaluation Cycle

Format for Tracking Evaluations

Pre-Observation

Formative

Administrator

Preschool Teacher

Teacher

Library Media Specialist

School Counselor

School Psychologist

Informal Observation

Informal Walkthrough

Summative

Administrator

Preschool Teacher

Teacher

Library Media Specialist

School Counselor

School Psychologist

Classified Evaluation

Evaluation Appeals

Individual Growth Plan

Individual Corrective Action Plan

Pre-Observation Form

(To be completed by the teacher and observer before the classroom observation visit.)

_____	_____	_____
<i>Teacher</i>	<i>Observer</i>	<i>Position</i>
_____	_____	_____
<i>School</i>	<i>Date</i>	<i>Time</i>
_____	_____	_____
<i>Content Area/Grades</i>	<i># of Students with IEPs</i>	<i>Total # of Students</i>

(To be completed by the teacher and provided to the observer before the classroom observation..)

Academic Expectations Targeted # _____ # _____ # _____ # _____

Major Lesson Content or (Unit Study) _____

Assessment of Lesson or (Culminating Performance) _____

Special/unique situations or circumstances of which observer should be aware: _____

Other comments/concerns: _____

Professional Growth (Area of concentration) _____

_____	_____	_____	_____
<i>Observee's Signature</i>	<i>Date</i>	<i>Observer's Signature</i>	<i>Date</i>

Administrator Evaluation Form (FORMATIVE)

(Administrators must be evaluated annually)

Evaluatee _____

Position _____

Evaluator _____

Position _____

Work Site _____

Social Security # _____

Date of observation _____

Date of Conference _____

Administrator Standards	Meets	Growth Needed	Does Not Meet	Included in Growth Plan
1. VISION - An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders				
2. SCHOOL CULTURE AND LEARNING - An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				
3. MANAGEMENT - An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.				
4. COLLABORATION - An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.				
5. INTEGRITY, FAIRNESS, ETHICS - An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.				
6. POLITICAL, ECONOMIC, LEGAL - An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.				

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information has been completed and discussed

Evaluatee Signature

Date

Evaluator Signature

Date

Preschool Teacher Evaluation Form (FORMATIVE)

F1 F2 Other

Evaluatee _____

School Year _____

Evaluator _____

Grade/Content Area _____

School _____

Social Security # _____

Date of observation _____

Date of Conference _____

Preschool Teacher Standards	Meets	Growth Needed	Does Not Meet	Included in Growth Plan
1. Designs/Organizes Instruction				
2. Creates/Maintains Learning Climates				
3. Implements/Manages Instruction				
4. Assesses and Communicates Learning Results				
5. Reflects/Evaluates Teaching/Learning				
6. Collaborates with Colleagues/Parents/Others				
7. Engages in Professional Development				
8. Supports Families				
9. Demonstrates Implementation of Technology				

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information has been completed and discussed

Evaluatee Signature

Date

Evaluator Signature

Date

Teacher Evaluation Form (FORMATIVE)

F1 F2 Other

Evaluatee _____

School Year _____

Evaluator _____

Grade/Content Area _____

School _____

Social Security # _____

Date of observation _____

Date of Conference _____

Teacher Standards	Meets	Growth Needed	Does Not Meet	Included in Growth Plan
1. Demonstrates Applied Content Knowledge				
2. Designs and Plans Instruction				
3. Creates and Maintains Learning Climate				
4. Implements and Manages Instruction				
5. Assesses and Communicates Learning Results				
6. Demonstrates Implementation of Technology				
7. Reflects and Evaluates Teaching and Learning				
8. Collaborates with Colleagues/Parents/Others				
9. Evaluates Teaching and Implements Professional Development.				
10. Provides Leadership within School/Community/Profession				

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information has been completed and discussed

Evaluatee Signature
Allen County Schools

Date

Evaluator Signature

Date

Library Media Specialist Evaluation FORM (FORMATIVE)

(Library Media Specialist must be evaluated annually)

Evaluatee _____

School Year _____

Evaluator _____

Grade/Content Area _____

School _____

Social Security # _____

Date of observation _____

Date of Conference _____

Library Media Specialist Performance Responsibilities	Meets	Growth Needed	Does Not Meet	Included in Growth Plan
1. Demonstrates Professional Leadership				
2. Demonstrates Knowledge of Effective Library Media Program				
3. Designs/Plans Library Media Program				
4. Creates/Maintains Learning Climate				
5. Implements/manages Library Media Program				
6. Reflects/Evaluates Teaching/Learning				
7. Collaborates with Colleagues/Parents/Others				
8. Engages in Professional Development				
9. Demonstrates Implementation of Technology				

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information has been completed and discussed

Evaluatee Signature

Date

Evaluator Signature

Date

School Counselor Evaluation Form (FORMATIVE)

(School Counselor Must be Evaluated Annually)

Evaluatee _____

School Year _____

Evaluator _____

Grade/Content Area _____

School _____

Social Security # _____

Date of observation _____

Date of Conference _____

Guidance Counselor Standards	Meets	Growth Needed	Does Not Meet	Included in Growth Plan
1. Program Management, Research and Evaluation				
2. Developmental Guidance Curriculum				
3. Individual/Small Group Counseling				
4. Consultation/Collaboration				
5. Coordination				
6. Assessment				
7. Adheres to Professional Standards				
8. Demonstrates Professional Leadership				
9. Engages in Professional Development				
10. Demonstrates Implementation of Technology				

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information has been completed and discussed

Evaluatee Signature

Date

Evaluator Signature

Date

Allen County Schools

School Psychologist Evaluation Form (FORMATIVE)

(School Psychologist Must be Evaluated Annually)

Evaluatee _____

School Year _____

Evaluator _____

Grade/Content Area _____

School _____

Social Security # _____

Date of observation _____

Date of Conference _____

School Psychologist Standards	Meets	Growth Needed	Does Not Meet	Included Growth Plan
1. Psychological Services				
1.1 Participates in establishing priorities for the delivery of psychological/services				
1.2 Maintains records of services requested and delivered				
1.3 Interprets educational policies, programs and procedures related to psychological services				
1.4 Explains roles/responsibilities of school psychologist to students, parents, school staff community				
1.5 Works with school personnel to accomplish identified programs goals and objectives				
1.6 Applies psychological research data to the development & evaluation of education programs/services				
1.7 Utilizes school and community resources to maximize program effectiveness				
2. Program Management/Leadership				
J. Organizes daily practices in agreement with current knowledge of school psychologist				
K. Promotes the use of school and community resources as additional means of accomplishing assessment goals				
L. Assists in the screening of students possibly in need of more comprehensive assessment				
M. Applies psychological and psycho educational assessment techniques as planned				
N. Applies diagnostic assessment within specific areas of deficiency to				
O. Implements intervention procedures with individuals and groups				
P. Applies local, state & federal laws, policies and regulations to the school psychological services				
Q. Formulates educational recommendations and interventions consistent with assessment data				
R. Contributes to the development and evaluation of instructional programs as planned				
S. Plans or assists in the planning of psychological in-services training				
3. Interpersonal Relationships				
3.1 Demonstrates positive collaborative relationships with students				
3.2 Demonstrates positive collaborative relationships with staff				
3.3 Demonstrates collaborative relationships with administrators				
3.4 Demonstrates positive collaborative relationships with parents/community				
4. Professional Responsibilities				
4.1 Is punctual in the performance of duties				
4.2 Participates in professional development activities to continually upgrade skills				
4.3 Makes studies of new practices and techniques for improving and keeping records				
4.4 Attends meetings and other school related programs as necessary and appropriate				
4.5 Develops & implements KERA activities that are designed to carry out the goals of the school district				

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information has been completed and discussed

Evaluatee Signature

Date

Evaluator Signature

Date

Informal Observation Principal's Comments

Teacher _____

Date _____

Course _____

Time _____

<u>Class Interval</u>	
Beginning	
Middle	
End	

Standards
1. Demonstrates Applied Content Knowledge
2. Designs and Plans Instruction
3. Creates and Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Demonstrates Implementation of Technology
7. Reflects/Evaluates Teaching/Learning
8. Collaborates with Colleagues/Parents/Others
9. Evaluates Teaching/Implements Professional Development
10. Provides Leadership within School, Community, Profession

Principal's Notes _____

Principal _____

Date _____

Teacher _____

Date _____

Teacher Comments _____

Informal Walkthrough

	Date/Time	Date/Time	Date/Time	Date/Time	Date/Time		
Teacher: _____						<i>Comment 1:</i>	
Teacher Engagement							
Actively Engaged W/ Students						<i>Initial:</i>	
Passively Engaged W/ Students							
Not Engaged W/ Students							
Collaboration							
Classroom/Learning Activity							
Direct Instruction						<i>Comment 2:</i>	
Cooperative Learning							
Student Demonstrations							
Av/Overhead/ActivBoard							
Independent Activity							
Reading							
Assessment							
Portfolio/Open-Response							
Textbook							
Paper/Pencil							
Hands-On							
Technology							
Extending Learning							
Discussion/Lecture							
Curriculum Planning							
Lesson Plan Available							<i>Comment 3:</i>
Instructional Materials Available							
Lesson Obj./4.0 Document							
Grouping Arrangement							
Whole Group						<i>Initial:</i>	
Small Groups							
Individual							
Centers							
Differentiation Levels							
Same Task/Level						<i>Initial:</i>	
Similar Tasks/Different Levels							
Different Tasks/Different Levels							
Student Engagement – Numbers							
# Of Students Engaged						<i>Comment 4:</i>	
# Of Students Not Engaged							
Non-Negotiable							
Target Skills/Essential Questions							
Target Skills In Centers							
Proficient Work Posted							
Classroom Library							
Organizational Tool For Centers							
Class Starters/Introduction							
Standards/Rubrics Posted							
Power Words Posted							
Word Wall/Content Vocabulary							
High-Level Questioning							
Open-Response Verbs							
Thoughtful Classroom Strategies							
Units Address KY Standards							
Current Lesson/Unit Plans							
Classroom Environment							
Clean/Safe/De-cluttered						<i>Comment 5:</i>	
Safety/Rules/Schedule Posted							
Behavioral Expectations							
Signature Teacher:				Date:			
Signature Observer:				Date:			
						<i>Initial:</i>	

Administrator Evaluation Form (SUMMATIVE)

Evaluatee _____ Position _____
 Evaluator _____ Position _____
 Work Site _____ Social Security # _____
 Date of observation 1st _____ 2nd _____ 3rd _____ 4th _____
 Date of Conference 1st _____ 2nd _____ 3rd _____ 4th _____

Administrator Standards	Meets	Growth Needed	*Does Not Meet	Included in Growth Plan
1. Vision				
2. School Culture and Learning				
3. Management				
4. Collaboration				
5. Integrity, Fairness, Ethics				
6. Political, Economic, Legal				
OVERALL RATING				

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1 2 3 4 5 6

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information has been completed and discussed

Evaluatee: Agrees with this summative evaluation
 Disagrees with this summative evaluation

Signature and date

Evaluator

Signature and date

<u>Employment Recommendation</u> to Central Office:	<input type="checkbox"/> Meets administrator standards for reemployment <input type="checkbox"/> Does not meet administrator standards for reemployment
--	--

Opportunities for appeal processes at both the local and state levels are a part of Allen County School's district evaluation plan.

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704KAR 3:345 Sections 7, 8, 9 and the local district plan.

**Any rating in the "Does Not Meet" column requires the development of an Individual Corrective Action Plan.*

Preschool Teacher Evaluation Form (SUMMATIVE)

Tenured Non-tenured

Evaluatee _____ School Year _____

Evaluator _____ Grade/Content Area _____

School _____ Social Security # _____

Date of observation 1st _____ 2nd _____ 3rd _____ 4th _____

Date of Conference 1st _____ 2nd _____ 3rd _____ 4th _____

Preschool Teacher Standards	Meets	Growth Needed	Does Not Meet	Included in Growth Plan
1. Designs/Organizes Instruction				
2. Creates/Maintains Learning Climates				
3. Implements/Manages Instruction				
4. Assesses and Communicates Learning Results				
5. Reflects/Evaluates Teaching/Learning				
6. Collaborates with Colleagues/Parents/Others				
7. Engages in Professional Development				
8. Supports Families				
9. Demonstrates Implementation of Technology				
OVERALL RATING				

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1 2 3 4 5 6 7 8 9

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information has been completed and discussed

Evaluatee: Agrees with this summative evaluation
 Disagrees with this summative evaluation

Signature and date

Evaluator

Signature and date

<p>Employment Recommendation to Central Office:</p> <p><input type="checkbox"/> Meets preschool teacher standards for reemployment</p> <p><input type="checkbox"/> Does not meet preschool teachers standards for reemployment</p>

Opportunities for appeal processes at both the local and state levels are a part of Allen County School's district evaluation plan.

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704KAR 3:345 Sections 7, 8, 9 and the local district plan.

Teacher Evaluation Form (SUMMATIVE)

Tenured Non-tenured

Evaluatee _____ School Year _____

Evaluator _____ Grade/Content Area _____

School _____ Social Security # _____

Date of observation 1st _____ 2nd _____ 3rd _____ 4th _____

Date of Conference 1st _____ 2nd _____ 3rd _____ 4th _____

Teacher Standards	Meets	Growth Needed	*Does Not Meet	Included in Growth Plan
1. Demonstrates Applied Content Knowledge				
2. Designs and Plans Instruction				
3. Creates and Maintains Learning Climate				
4. Implements and Manages Instruction				
5. Assesses and Communicates Learning Results				
6. Demonstrates Implementation of Technology				
7. Reflects and Evaluates Teaching and Learning				
8. Collaborates with Colleagues/Parents/Others				
9. Evaluates Teaching and Implements Professional Development.				
10. Provides Leadership within School/Community/Profession				
OVERALL RATING				

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1 2 3 4 5 6 7 8 9 10

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information has been completed and discussed

Evaluatee: Agrees with this summative evaluation
 Disagrees with this summative evaluation

Signature and date

Evaluator

Signature and date

<u>Employment Recommendation to Central Office:</u>	<input type="checkbox"/> Meets teacher standards for reemployment
	<input type="checkbox"/> Does not meet teachers standards for reemployment

Opportunities for appeal processes at both the local and state levels are a part of Allen County School's district evaluation plan.

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704KAR 3:345 Sections 7, 8, 9 and the local district plan.

**Any rating in the "Does Not Meet" column requires the development of an Individual Corrective Action Plan.*

Library Media Specialist Evaluation Form (SUMMATIVE)

Tenured Non-tenured

Evaluatee _____ School Year _____

Evaluator _____ Grade/Content Area _____

School _____ Social Security # _____

Date of observation 1st _____ 2nd _____ 3rd _____ 4th _____

Date of Conference 1st _____ 2nd _____ 3rd _____ 4th _____

Library Media Specialist Performance Responsibilities	Meets	Growth Needed	Does Not Meet	Included in Growth Plan
1. Demonstrates Professional Leadership				
2. Demonstrates Knowledge of Effective Library Media Program				
3. Designs/Plans Library Media Program				
4. Creates/Maintains Learning Climate				
5. Implements/manages Library Media Program				
6. Reflects/Evaluates Teaching/Learning				
7. Collaborates with Colleagues/Parents/Others				
8. Engages in Professional Development				
9. Demonstrates Implementation of Technology				
OVERALL RATING				

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1 2 3 4 5 6 7 8 9

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information has been completed and discussed

Evaluatee: Agrees with this summative evaluation
 Disagrees with this summative evaluation

Signature and date

Evaluator

Signature and date

<u>Employment Recommendation to Central Office:</u>	<input type="checkbox"/> Meets library media specialist standards for reemployment
	<input type="checkbox"/> Does not meet library media specialist standards for reemployment

Opportunities for appeal processes at both the local and state levels are a part of Allen County School's district evaluation plan.

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704KAR 3:345 Sections 7, 8, 9 and the local district plan.

School Counselor Evaluation Form (SUMMATIVE)

Tenured Non-tenured

Evaluatee _____ School Year _____

Evaluator _____ Grade/Content Area _____

School _____ Social Security # _____

Date of observation 1st _____ 2nd _____ 3rd _____ 4th _____

Date of Conference 1st _____ 2nd _____ 3rd _____ 4th _____

School Counselor Standards	Meets	Growth Needed	Does Not Meet	Included in Growth Plan
1. Program Management, Research and Evaluation				
2. Developmental Guidance Curriculum				
3. Individual/Small Group Counseling				
4. Consultation/Collaboration				
5. Coordination				
6. Assessment				
7. Adheres to Professional Standards				
8. Demonstrates Professional Leadership				
9. Engages in Professional Development				
10. Demonstrates Implementation of Technology				
OVERALL RATING				

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1 2 3 4 5 6 7 8 9 10

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information has been completed and discussed

Evaluatee: Agrees with this summative evaluation
 Disagrees with this summative evaluation

Signature and date

Evaluator

Signature and date

<u>Employment Recommendation to Central Office:</u>	<input type="checkbox"/> Meets school counselor standards for reemployment
	<input type="checkbox"/> Does not meet school counselor standards for reemployment

Opportunities for appeal processes at both the local and state levels are a part of Allen County School's district evaluation plan.

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704KAR 3:345 Sections 7, 8, 9 and the local district plan.

School Psychologist Form (SUMMATIVE)

Evaluatee _____ Position _____

Evaluator _____ Position _____

Work Site _____ Social Security # _____

Date of observation 1st _____ 2nd _____ 3rd _____ 4th _____

Date of Conference 1st _____ 2nd _____ 3rd _____ 4th _____

School Psychologist Standards	Meets	Growth Needed	Does Not Meet	Included in Growth Plan
1. Psychological Services				
2. Program Management/Leadership				
3. Interpersonal Relationships				
4. Professional Responsibilities				
OVERALL RATING				

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1
 2
 3
 4

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information has been completed and discussed

Evaluatee: Agrees with this summative evaluation
 Disagrees with this summative evaluation

_____ *Signature and date*

Evaluator

_____ *Signature and date*

<u>Employment Recommendation</u> <u>to Central Office:</u>	<input type="checkbox"/> Meets school psychologist standards for reemployment <input type="checkbox"/> Does not meet school psychologist standards for reemployment
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CLASSIFIED EVALUATION FORM

Evaluatee _____

Date _____

Position _____

Work Site _____

Evaluator _____

Social Security # _____

Classified Personnel Standards	Satisfactory	Needs Improvement	Unsatisfactory
Completes all work/duties accurately and promptly			
Demonstrates punctuality and good attendance for all duties			
Works/communicates effectively with administrators and other staff			
Is consistently responsible and displays an attitude of honesty and credibility			
Represents Allen County Schools in an enthusiastic and friendly manner			
Demonstrates loyalty and dedication to the purposes and goals of the Allen County School District			
Performance of duties as required per Allen County Board of education job description			
Please indicate any job description area(s) designated unsatisfactory or needing improvement.			

Improvement Plan – Evaluatee’s goals, objectives and activities for improvement:

Evaluatee’s Comments: _____

Evaluator’s Comments: _____

To be signed after all information has been completed and discussed

Evaluatee: Agrees with this summative evaluation
 Disagrees with this summative evaluation

Signature and date

Evaluator

Signature and date

<u>Employment Recommendation to Central Office:</u>	<input type="checkbox"/> Meets classified personnel standards for reemployment
	<input type="checkbox"/> Does not meet classified personnel standards for reemployment

Opportunities for appeal processes at both the local and state levels are a part of Allen County School’s district evaluation plan.

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Evaluation Appeals Hearing Request Form

I, _____, have been evaluated by _____
_____ during this current school year evaluation cycle. My disagreement with the findings of the summative evaluation has been thoroughly discussed with my evaluator.

I respectfully request the Allen County School District Evaluation Appeals Panel to hear my appeal.

My appeal challenges the summative findings on:

- _____ substance
- _____ procedure
- _____ both substance and procedure

The date of the summative conference was _____

The date the evaluator was notified of intent to appeal was _____

Signature

Date

This form shall be presented in person or by mail to any member of the district Evaluation Appeals Panel. The time (or exact number of working days after the completion of the summative conference) is stipulated in the local district evaluation plan.

Individual Professional Growth Plan

School Year _____

Evaluatee

Date

Worksite

1. Performance area

2. Growth objective(s) Describe desired outcome enrichment assistance

3. Present stage of development
 awareness implementation preparation refinement

4. Procedures and activities for achieving objectives

5. Appraisal method

6. Evaluatee's comments

7. Evaluator's comments

This Growth Plan is aligned with the school consolidated and professional development plan.

Individual Growth Plan Developed: _____ achieved revised continued

Evaluatee/Date Developed

Evaluatee/Date Annual Review
 Completion

Evaluator/Date Developed

Evaluator/Date Annual Review
 Completion

Individual Corrective Action Plan

Name _____

Date _____

Title _____

Work site _____

Standard Number	Growth Objective/Goals (describe desired outcomes)	Procedures & Activities for Achieving Goals/Objectives (including support personnel)	Target Dates

(Attach more pages if necessary)

Evaluatee's comments: _____

Individual Corrective Action Plan Developed

Evaluatee's Signature/Date

Evaluator's Signature/Date

Status: Achieved

Revised

Continued

Evaluatee's Signature/Date

Evaluator's Signature/Date

Progress Review Meetings

Date	Comments