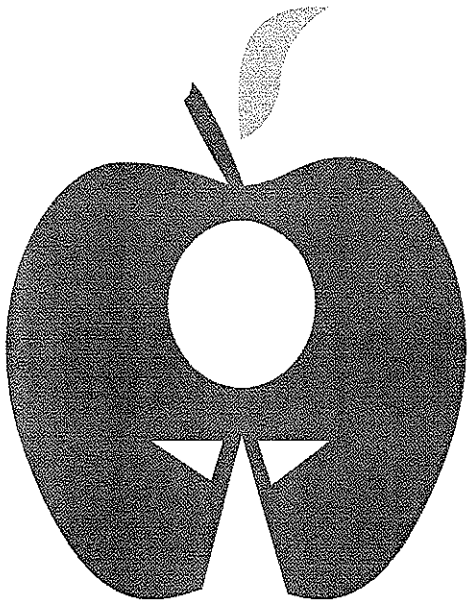
CERTIFIED EVALUATION MANUAL

BOONE COUNTY SCHOOLS



(Approved by Boone County Board of Education on August 10, 2006)

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DISTRICT EVALUATION COMMITTEE

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INTRODUCTION

The mission of the Boone County Schools is to provide all students with a challenging environment that allows them to achieve to their highest potential as learners and citizens. Meeting that challenge requires the school district to continually seek ways to improve. Since teachers and administrators have the greatest impact on the type and quality of education in the school district, any major improvements in the schools will result from their efforts and expertise.

For teachers and administrators to maintain the expertise needed to improve the performance of the schools, they must continually upgrade their knowledge and skills. A sound evaluation and staff development program can play a major role in this process.

The effectiveness of the evaluation system depends heavily upon the interaction between the evaluator and evaluatee, and the confidence each party has in the system and each other. Additionally, all parties must understand the system, especially the performance criteria, and evaluators must be able to evaluate effectively. The end is not the evaluation report. It is the knowledge, skills, and self-confidence acquired by the evaluatee after having participated in the program and, ultimately, the educational success of the students served by the Boone County Public Schools.

PURPOSE

In the Boone County Schools, evaluation is a system for assisting teachers and administrators to reach and maintain a high level of professional performance. The system focuses directly on the evaluatee, but it is the educational welfare of the children and youth served by the school district that sets forth the primary purpose of the system. More specifically, the purposes of the Boone County evaluation system are to:

- Improve the quality of the total educational process
- Create an understanding that improvement of the educational program has the highest priority and that the school district expects all teachers and administrators to be of the highest professional caliber
- Clarify duties, responsibilities, and job expectations
- Encourage meaningful and productive interaction among teachers and administrators
- Identify and reinforce areas of strengths
- Identify areas needing improvement
- Provide assistance for improvement
- Stimulate professional growth and development
- Promote the concept that education is a team process
- Define and document the dimensions of deficiencies in instances where and when contract renewal may be an issue

DEVELOPMENT OF THE SYSTEM

THE COMMITTEE

The evaluation system is developed by an evaluation committee for all certified employees below the level of district superintendent which is in compliance with KRS 156.557 and 704 KAR 3:345. The evaluation committee is comprised of an equal number of teachers and administrators.

The evaluation committee submits the evaluation plan to the local Board of Education for approval prior to submission to the Department of Education. The local Board of Education shall review as needed the evaluation plan to ensure compliance with KRS 156.557 and 704 KAR 3:345. If a substantive change is made to the evaluation plan, the local Board of Education shall utilize the evaluation committee in formulating the revisions and will submit the revisions to the Kentucky Department of Education for approval. The superintendent's evaluation process shall be developed and adopted by the local board of education.

DESIGNATED CONTACT PERSON

The Superintendent shall designate a district office employee to serve as the evaluation contact person. This individual shall serve as a liaison between the district and the Kentucky Department of Education in matters concerning the district's evaluation process.

CRITERIA FOR EVALUATION SYSTEM

The development of the system for evaluating teachers and administrators in the Boone County Schools is guided by criteria set by the Evaluation Committee. The criteria represent minimum standards the system must meet to be effective. The evaluation system described herein meets all the following criteria:

- Includes performance criteria that are supported by reliable evidence
- Is correlated with the school district's philosophy, goals, and objectives
- Clearly describes expected performance
- Considers the assigned responsibilities (job descriptions) of the evaluatee in formulating performance criteria
- Focuses on the improvement of performance, including both strengths and weaknesses
- Includes performance criteria that are measurable and/or observable
- Provides for reliable, manageable, and easily understood documentation
- Is manageable with regard to resources, expertise, and time
- Establishes procedures that minimize the disruption of teaching, learning, and school management
- Integrates evaluation with staff development on teaching and learning
- Establishes an evaluation cycle that includes both formative and summative evaluation activities
- Provides for a team approach (evaluatee and evaluator) to design and implement improvement plans
- Establishes a system to evaluate for certification, promotion, continuing contract, and termination of contract
- Meets all requirements set by the state

PERFORMANCE PROCEDURES

There is a separate evaluation instrument for each of the categories of certified personnel. During the evaluation process the evaluator compares the performance of the evaluatee to established performance standards. Each standard is clarified with specific performance indicators. The actual evaluation occurs when the evaluator rates whether the evaluatee has met the performance standard. Strengths and weaknesses are annotated in order to reinforce effectiveness and assist the evaluatee to develop specific skills. The standards and performance indicators will be utilized for both formative and summative evaluation.

REQUIREMENTS

- The results of each observation shall be documented by the evaluator, and a copy provided to the evaluatee prior to the post-conference discussion.
- Evaluation reports shall be in writing and on the official, approved report forms provided by the school district.
- Explanatory comments are encouraged to further clarify the performance of the evaluatee, and space is provided for each performance standard.
- Use of both the formative and summative evaluation forms is mandatory.
- Both the evaluator and evaluatee must sign the report to verify that the process has been completed and that each party has had an opportunity to study the evaluation report and to discuss its contents in a post-conference.
- The signature of the evaluatee does not mean that he/she agrees with the evaluation results or the recommendations.

The evaluatee will have the opportunity to react to the reports in the comments section. Comments may consist of additional statements, agreements, or disagreements. In addition, the evaluator will inform the teacher that he/she may file an appeal of the Summative Report with the District Appeals Committee. A copy of the evaluation reports and written responses will be provided to the evaluatee, and the formative and summative summary pages shall be placed into the evaluatee's official personnel file.

RESPONSIBILITY

The immediate supervisor will be the primary evaluator for certified employees. All primary evaluators, with the exception of district Board of Education members, shall be trained, tested, and approved as an evaluator by the Kentucky Department of Education. Continued approval as an evaluator shall be contingent upon the completion of a minimum of twelve hours of evaluation training every two years. Completion of the KTIP or KPIP training or update training not to exceed six hours per two-year cycle may serve toward meeting this requirement. Additional administrative personnel trained in evaluation of certified staff may be used to observe and provide information to the primary evaluator. The Boone County Board of Education appraises the performance of the Superintendent.

OBSERVATIONS

The monitoring or observations of the performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The length and frequency of observations during a cycle will be determined by the procedures described herein and the proficiency of the evaluatee. Additional observations shall be conducted with tenured teachers when one or more of the standards are designated as "Not Met" until such time as the "Not Met" category no longer applies. Annual evaluations for non-tenured certified personnel will also include multiple observations. The evaluation of intern teachers participating in the KTIP program will include multiple observations as designated by the KTIP program. KTIP forms, rather than Boone County Evaluation forms, will be used for interns. NOTE: A teacher could pass KTIP Program and still be non-renewed by the District.

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 evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's request, the evaluator shall select the third-party observer.

CORRECTIVE ACTION
If a formative evaluation instrument is marked "Not Met" on any one or more standards or if an immediate change is required in teacher behavior or practice, a Corrective Action Plan must be developed. Steps in the corrective action process include:

- **FORMATIVE EVALUATION**
  Within five days after the observation, the principal and evaluatee shall meet and discuss the standard(s) for which the evaluatee was marked "Not Met." During this meeting, recommendations for improvement, specific actions for correcting the deficiencies, and a time frame for future observations and meetings shall be developed. A summative evaluation shall be conducted each year until the identified deficiency has been corrected or until a teacher in non-renewed. In the event the deficiency is not correctable and the teacher is a detriment to the school, steps may be taken to remove the teacher from his/her position.

- **TEACHER BEHAVIOR OR PRACTICE**
  As soon as possible following observation of an incident or occurrence that requires an immediate change in teacher practice or behavior, the principal and evaluatee shall meet and discuss the behavior or performance in need of immediate change. During this meeting, recommendations for improvement, specific actions for correcting the deficiencies, and a time frame for correcting the problem shall be developed. A summative evaluation shall be conducted each year until the identified deficiency has been corrected. In the event the deficiency is not correctable and the teacher is a detriment to the school, steps may be taken to remove the teacher from his/her position.

APPEAL (See Board Policy 03.18)
The district shall establish a panel to hear appeals from summative evaluations as required by KRS 156.557. The panel shall consist of two members and two alternates elected by and from the certified employees of the District and one certified employee and alternate appointed by the Board. Terms shall be for two years and run July 1 to June 30. Members may be reappointed or reelected. The Board appointed certified employee shall be the chairperson of the panel.

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within ten working days of the receipt of the summative evaluation. The appeal shall be signed and in writing on a form prescribed by the district. The form shall state that evaluation records may be presented to and reviewed by the panel.

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings in collaboration with the teachers' association. There shall be an opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel. The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation. The evaluatee has the right to the presence of a chosen representative.

No panel member shall serve on any appeal panel considering an appeal for which there is a conflict of interest as indicated in Board Policy 03.18.

At the conclusion of the hearings, the panel shall issue a recommendation to the district superintendent within fifteen working days from the date the appeal is filed. In the case of appeals of evaluations conducted by the Superintendent, the panel shall report to the Board.

The Superintendent shall receive the panel's recommendation and shall take such action as permitted by law and as s/he deems appropriate or necessary. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Department of Education.

EVALUATION TIMELINES / PROCESS

Timeline for all certified staff except a teacher Intern	Intern (See KTIP Manual for Intern Timeline)	Non-tenured Teacher, Librarian, Educational Diagnostician and Speech Pathologist	Tenured Teacher, Librarian, Educational Diagnostician and Speech Pathologist	Consultant & Coordinators Counselor Psychologist	District Administrator District Supervisory Personnel School Level Administrators
	1 year cycle	1 year cycle	3 year cycle	1 year cycle	1 year cycle
	KTIP form	District form	District form	District form	District form
Within the first 30 days of employment	Initial conference to review evaluation instrument	Initial conference to review evaluation instrument	Initial conference to review evaluation instrument	Initial conference to review evaluation instrument	Initial conference to review evaluation instrument
By 10/31	Pre-conference – before each observation	Pre-conference at beginning of year	Pre-conference at beginning of 3 year cycle	Pre-conference at beginning of year	Pre-conference at beginning of year to set goals
August – March First by 10/31 Second & third by 3/15	*Formative observations (3)	*Formative observations (2)	*Formative observations (1 each year for 3 years)	*Formative observations (1)	Formative evaluation (1)
August - March First by 10/31 Second & third by 3/15	*Formative Post-conference (3)	*Formative post-conferences (2)	*Formative post-conference (1 each year for 3 years)	*Formative post-conferences (1)	Formative post-conference (1)
By April 1	Summative conference (1)	Summative conference (1)	Summative conference (1 at end of 3 year cycle)	Summative conference (1)	Summative conference (1)
By April 1	Summative evaluation (1)	Summative evaluation (1)	Summative evaluation (1)	Summative evaluation (1)	Summative evaluation (1)
April 1	Recommendation for employment & filing of evaluation documentation	Recommendation for employment & filing of evaluation documentation	Recommendation for employment & filing of evaluation documentation	Recommendation for employment & filing of evaluation documentation	Recommendation for employment & filing of evaluation documentation
By April 10	Development of PGP	Development of PGP	Development/review of PGP	Development of PGP	Development of PGP
April 30	Notification of non-renewal	Notification of non-renewal of contract	Notification of non-renewal of contract	Notification of non-renewal of contract	Notification of non-renewal of contract

*Additional formative observations may be conducted as deemed necessary or appropriate
NOTE: Retired persons employed in shortage areas (considered non-tenured), part-time employees, and persons hired for a portion of the school year will be evaluated according to the schedule listed above.

EVALUATION CYCLE

PRE-EVALUATION: A stage of the system designed to prepare certified personnel for a new evaluation cycle.

- Orientation - Certified personnel will be provided information needed to understand the total evaluation system, especially the performance criteria and procedures. Changes in the evaluation system and priorities set at the district and school levels will necessitate an annual orientation session. This orientation will occur no later than the end of the first month of reporting for employment for each school year.
- Pre-evaluation Conference - Evaluator and evaluatee will meet to discuss plans for the new cycle.

FORMATIVE EVALUATION: A continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.

Teacher/Library Media Specialist Observation

- Observe teacher/librarian and students in the instructional setting.
- Monitor the progress of performance indicators that:
  - did not meet standard or needed improvement in the previous assessment
  - are included in the professional growth plan or are important to the overall professional growth of the evaluated
  - are important to the objectives established in the school/district improvement plans

Administrator, Psychologist, Guidance Counselor, Consultant, and Coordinator Observation

- Observe the evaluatee function in his/her areas of responsibility.
- Monitor the progress of the program and/or service for which the evaluatee serves as primary manager.
- Monitor the progress of the indicators that:
  - did not meet standard or needed improvement in the previous assessment
  - are included in the professional growth plan or are important to the overall professional growth of the evaluatee
  - are important to the objectives established in the school/district improvement plans

Documentation - Complete the evaluation instrument for each standard and provide the evaluatee with a copy to review prior to the conference. Analyze the results in preparation for a conference with the evaluatee.

Conference

- Conference with the evaluatee within one work week from the time of the observation to discuss results, including identification of strengths and weaknesses.
- Develop strategies for improvement and provide positive reinforcement for the areas of strength.
- Develop a plan to assist the evaluatee with implementation of the strategies and activities.
- Review progress on the Professional Growth Plan targets.

SUMMATIVE EVALUATION: The written evaluation report with a summary and conclusions from the formative evaluation data that are shared in a conference with the evaluatee at the end of an evaluation cycle.

Summative Report – The evaluator will complete a report rating the evaluatee on the performance indicators with appropriate written statements to help clarify the performance of the evaluatee. The summative report includes all evaluation data for the designated evaluation cycle. A copy of the report will be provided to the evaluatee prior to the final conference. The evaluatee will have the opportunity to review the document before signing it.

Final Conference – Evaluatee and primary evaluator will meet to discuss the performance of the evaluatee during the total evaluation cycle. The summative conference will include all evaluation data. Both strengths and weaknesses will be discussed. The discussion will also include the revision or development of the Professional Growth Plan.

A general plan for improving the performance of the evaluatee during the next evaluation cycle will be developed. If there is some question about the future employment of the evaluated based on the evaluation results, it will be discussed during this conference.

PROFESSIONAL GROWTH PLAN: A written plan for improvement of knowledge and/or skills needed by the evaluatee to demonstrate a higher level of effectiveness.

All certified personnel, below the level of the district superintendent, will complete an individual professional growth plan, aligned with the school or district improvement plan and will review the plan a minimum of once per year. Non-tenured teachers and other personnel with an annual summative evaluation will develop a plan each year. Tenured teachers will develop a plan every three years with review and revision annually. Opportunities for the professional growth of the Superintendent will be provided pursuant to KRS 156.111 and 704 KAR 3:406.

The plan is developed jointly by the evaluatee and evaluator. The results of the evaluation should be used as the basis for setting priorities. The plan will be more comprehensive than the improvement addressed during the formative stage of the system. It will not only assist the evaluatee in taking steps to improve but will also give direction to the evaluator for providing necessary assistance. The evaluation and assistance provided the evaluatee shall not be limited to the content of the plan.

It is expected that each formative and summative conference include a discussion of the Professional Growth Plan. Needed revisions shall be made during the discussion or at any other time deemed appropriate. The plan will have a time frame of no more than the next evaluation cycle.

Official forms provided by the school district shall be used for providing a written description of the plan. Both parties shall retain a copy. Individual growth plans shall be placed in the employee's official personnel file. The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent.

PRIMARY EVALUATOR DESIGNATIONS

The certified evaluation system is divided into eight categories, and a separate instrument is used to evaluate each of the categories.

- District Office Administrators, Supervisory Personnel, & School Level Administrators
- Consultants & Coordinators
- School Psychologists
- Guidance Counselors
- Teachers
- Library Media Specialists
- Diagnosticians
- Speech Pathologists

CATEGORY	POSITION EVALUATED	PRIMARY EVALUATOR
District Office Administrator & Supervisory Personnel & School Level Administrator	Deputy Superintendent	Superintendent
	Assistant Superintendent	Superintendent
	Executive Director for Student Services	Superintendent
	Director for Curriculum & Assessment	Asst. Superintendent for Learning Support Services
	Director of Pupil Personnel Services	Deputy Superintendent
	Director for Special Education	Executive Director for Student Services
	Assistant Director of Pupil Personnel	Director of Pupil Personnel
	No Child Left Behind Supervisor	Executive Director for Student Services
	Supervisor of Instruction	Asst. Superintendent for Learning Support Services
	Principal	Superintendent
	Assistant Principal	Principal
	Vice Principal	Principal
Consultants & Coordinator	Curriculum Consultants	Assistant Superintendent for Learning Support Services
	School/Community Coordinator	Superintendent
	Coordinator for Gifted Services	Executive Director for Student Services
	Academic Achievement Gap Coordinator	Asst. Superintendent for Learning Support Services
	Software Coordinator	Deputy Superintendent
	Technology Resource Teacher	Software Coordinator
School Psychologist	Psychologist	Executive Director for Student Services
Guidance Counselor	Counselor	Principal
Itinerant Special Education Teacher	Teachers	Director of Special Education
Teacher	Teachers	Principal
Library Media Specialists	Library Media Specialist	Principal
Diagnostician	Diagnostician	Director of Special Education
Speech Pathologist	Speech Pathologist	Director of Special Education or Principal

GLOSSARY OF TERMS

Administrator: A certified staff person who devotes the majority of his/her employed time to service in a position for which administration certification is required by the Education Professional Standards Board.

Clinical Supervision: Supervision based on mutual interaction between teacher and supervisor, for the purpose of teacher growth in instruction skill; this includes observing, conference, and assisting on the part of the supervisor.

Conference: A meeting involving the evaluator and evaluated for the purpose of providing feedback from the evaluator, analyzing the results of an observation or observations and other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.

Corrective Action Plan: If a formative evaluation instrument is marked "Not Met" on any one or more standards or if an immediate change is required in teacher behavior or practice, a Corrective Action Plan shall be developed that indicates the specific actions for correcting deficiencies.

Evaluation: The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching/learning or leadership/management situation, based on pre-determined criteria, through periodic observation and other documentation, the establishment and monitoring of a professional growth plan.

Formative Evaluation: A continuous cycle of collecting evaluation information through observation and other means and interacting or providing feedback and suggestions regarding the certified employee's teaching or administrative performance. The formative evaluation phase may also include the establishment of an improvement plan mutually agreed upon by the evaluator and the evaluatee.

Observation: A process of gathering information in the performance of duty, based on predetermined criteria in the district evaluation plan.

Performance Criteria: Measurable or observable behaviors and outcomes that demonstrate whether the performance standard has been met.

Performance Judgments: Acceptable qualitative and/or quantitative level of performance expected of effective teachers/administrators.

Performance Standards: Performance areas, skills, or outcomes on which the certified employee shall be evaluated based on position and the district plan.

Primary Evaluator: The immediate supervisor is the primary evaluator.

Professional Growth Plan: Individualized plan that includes:

- Goals for enrichment and development that are established by the person being evaluated with the assistance of an evaluator;
- Objectives, a plan for achieving the objectives, and a method for evaluating success;
- Alignment with the specific goals and objectives of the school improvement plan or the district improvement plan; and
- Identification of school and district resources within available funds to accomplish the goals.

Summative Evaluation: The summary of the results of the formative evaluation phase occurring at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluatee and a written evaluation report.

Teacher: A certified staff person who directly instructs students.

ADDITIONAL RESOURCE INFORMATION

This evaluation manual is based upon the following documents:

- Statute: KRS 156.557
- Regulation: 704 KAR 003:345
- Board Policy 3.18: http://policy.ksba.org/b10/
- BCEA Contract: http://www.boone.kyschools.us/bcea/pdf/contract_2003.pdf
- KDE Guidelines: http://www.education.ky.gov/NR/rdonlyres/efezzk7hteusuhvqhajshnnjeul6aioipb5i67dzkqs6ozfrdhaugrs7v4uwhj6wfn6dov3tt52r6z3632yhiprawac/DistrictCPERevisedinternalreviewcklst41201.doc

BOONE COUNTY SCHOOLS

PERFORMANCE APPRAISAL INSTRUMENTS
FORMATIVE & SUMMATIVE SUMMARY FORMS

District Office Administrator

District Office Supervisory Personnel

School Level Administrator

Consultants & Coordinator

School Psychologist

Guidance Counselor

Teacher

Library Media Specialist

Diagnostician

Speech Pathologist

BOONE COUNTY SCHOOLS

DISTRICT OFFICE ADMINISTRATORS, DISTRICT OFFICE SUPERVISORY PERSONNEL, & SCHOOL LEVEL ADMINISTRATORS

PERFORMANCE APPRAISAL INSTRUMENT

_____ FORMATIVE or _____ SUMMATIVE EVALUATION (please check)

Individual observed:	Date:
Evaluator:	Time:
Cycle -- From (date)	To (date)

The evaluator will record the results of each assessment conducted during the formative stage of the evaluation cycle on a form entitled Formative Performance Appraisal Instrument

Particular attention should be paid to those evaluation elements that:

- have not been assessed during the current cycle
- have received a low rating during a previous assessment
- are included in the professional growth plan
- are important to the annual objectives set for the school/program
- are important to the overall professional growth of the evaluatee
- are a result of the conferencing process.

It is recommended that the evaluator meet with the evaluatee prior to the formal observation.

Following the assessment, the evaluator will:

- Complete the evaluation instrument & provide a copy to the evaluatee for review prior to the conference
- Within one week, conduct a conference with the evaluatee that includes discussion of strengths and areas of need
- Recommend ways of improving performance

PERFORMANCE JUDGMENTS:

MET: Overall performance is proficient.

NEEDS IMPROVEMENT: Proficiency is not evident for all performance criteria and/or performance is inconsistent.

NOT MET: Performance is inadequate. The employee has been made aware of areas that must be addressed. Assistance and a timeline for improvement should also be provided. Evaluator must develop a corrective action plan if a standard is not met.

Evaluator Annotations:

- should include specific examples of the performance criteria that are observed
- should note areas of strength and areas that need improvement
- can boldface performance criteria that need improvement or are not met

1. EFFECTIVE ORGANIZATIONAL LEADERSHIP	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Adheres to professional code of ethics • Creates and maintains an open, trusting, and safe environment • Demonstrates punctuality • Adheres to attendance policies and procedures • Demonstrates communication skills that are clear, direct, and responsive • Demonstrates effective decision-making skills • Uses a variety of techniques in problem solving • Manages conflict situations • Develops, implements, monitors, and evaluates the effectiveness of change processes • Plans and facilitates meetings for optimum use of time and resources • Plans for, models, and encourages collaboration and shared decision-making • Uses principles of effective delegation of authority • Applies strategic planning techniques that include assessed needs, plan of action, budget, monitoring, evaluation, and follow-up	

2. EFFECTIVE INSTRUCTIONAL LEADERSHIP	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Communicates and implements shared district-wide vision and mission statements • Builds and maintains a district-wide climate for learning • Articulates high expectations for student achievement • Leads the development, implementation, and evaluation of curriculum • Leads the development, implementation, and evaluation of research-based instructional programs and strategies • Acquires, allocates, and manages resources to effectively and accountably ensure successful student learning • Facilitates the development of programs and services that promote and recognize individual differences • Applies current principles, practices, theory, and research to promote academic achievement • Uses a variety of strategies to accurately assess student performance	

3. EFFECTIVE ADMINISTRATION AND MANAGEMENT	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Utilizes performance standards to implement personnel recruitment, selection, supervision, evaluation, and management within the scope of his/her responsibility • Facilitates and nurtures professional growth and development of staff • Applies local, state, and federal statutes, regulations, policies, and procedures to school district business management decisions within the scope of his/her responsibility • Maintains a fiscal accountability system by developing, monitoring, and evaluating a financial plan based on program/service priorities and financial capabilities within the scope of his/her responsibilities • Applies current knowledge of auxiliary programs (such as transportation, food services, pupil services, and maintenance) within the scope of his/her responsibilities • Uses information systems and technological applications to enhance administration of business, instruction, and support systems • Utilizes a system for inventory, evaluation, and maintenance of facilities, equipment and other resources within the scope of his/her responsibilities	

4. EFFECTIVE RELATIONSHIPS WITH THE COMMUNITY	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Identifies and communicates with multiple constituencies of the school and community through a variety of means • Assesses the needs of parents and community and involves them in decision-making • Promotes partnerships among staff, parents, business and the community • Encourages the use of community resources to support programs and services	

5. PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	ANNOTATIONS
• Strives to ensure equity among programs and learning opportunities for staff, students and parents • Demonstrates appreciation for and sensitivity to the diversity among individuals	

6. CAREER-RELATED PROFESSIONAL GROWTH	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	ANNOTATIONS
• Attends workshops, institutes, courses, and/or conferences relevant to continuing professional development • Demonstrates knowledge of current professional literature and materials • Participates as an active member of a professional organization	

BOONE COUNTY SCHOOLS

District Office Administrators, District Office Supervisory Personnel, & School Level Administrators
SUMMARY REPORT for FORMATIVE EVALUATION

Individual observed:	Date:
Evaluator:	Time:
Cycle - From (date)	To (date)

PERFORMANCE STANDARDS:	MET	NEEDS IMPROVEMENT	NOT MET
Effective Organizational Leadership			
Effective Instructional Leadership			
Effective Administration and Management			
Effective Relationships with the Community			
Promotion of Equity and Appreciation of Diversity			
Career-Related Professional Growth			

Corrective Action Plan developed? YES _____ NO _____

Additional pages attached? YES _____ NO _____

EVALUATEE COMMENTS:

EVALUATOR COMMENTS:

Evaluatee Signature_____ Date _____

Evaluator Signature _____ Date _____

Evaluator & evaluatee keep a copy. Original to Human Resources with Summative Summary Form

BOONE COUNTY SCHOOLS

District Office Administrators, District Office Supervisory Personnel, & School Level Administrators
SUMMARY REPORT for SUMMATIVE EVALUATION

Individual observed:	Dates observed during this cycle:
Evaluator:	
Cycle - From (date)	To (date)

SUMMARY OF FORMATIVE(S) CONDUCTED IN THIS CYCLE:

PERFORMANCE STANDARDS:	MET	NEEDS IMPROVEMENT	NOT MET
Effective Organizational Leadership			
Effective Instructional Leadership			
Effective Administration and Management			
Effective Relationships with the Community			
Promotion of Equity and Appreciation of Diversity			
Career-Related Professional Growth			

Corrective Action Plan developed? YES _____ NO _____

Additional pages attached? YES _____ NO _____

EVALUATEE COMMENTS:

EVALUATOR COMMENTS:

Evaluatee Signature_____ Date _____

Evaluator Signature _____Date _____

RECOMMENDED FOR EMPLOYMENT FOR 20____ - 20 ____ YES _____ NO _____

Evaluator & evaluatee each keep a copy. Original goes to Human Resources.

BOONE COUNTY SCHOOLS

CONSULTANT & COORDINATOR PERFORMANCE APPRAISAL INSTRUMENT

_____ FORMATIVE or _____SUMMATIVE EVALUATION (please check)

Individual observed:	Date:
Evaluator:	Time:
Cycle -- From (date)	To (date)

The evaluator will record the results of each assessment conducted during the formative stage of the evaluation cycle on a form entitled: Formative Performance Appraisal Instrument

Particular attention should be paid to those evaluation elements that:

- have not been assessed during the current cycle
- have received a low rating during a previous assessment
- are included in the professional growth plan
- are important to the annual objectives set for the school/program
- are important to the overall professional growth of the consultant or coordinator
- are a result of the conferencing process.

It is recommended that the evaluator meet with the consultant or coordinator prior to each formal observation.

Following the assessment, the evaluator will:

- Complete the evaluation instrument & provide a copy to the evaluatee prior to the conference
- Within one week, conduct a conference with the evaluatee that includes discussion of strengths and areas of need
- Recommend ways of improving performance

PERFORMANCE JUDGMENTS:

MET: Overall performance is proficient.

NEEDS IMPROVEMENT: Proficiency is not evident for all performance criteria and/or performance is inconsistent.

NOT MET: Performance is inadequate. The employee has been made aware of areas that must be addressed. Assistance and a timeline for improvement should also be provided. Evaluator must develop a corrective action plan if a standard is not met.

Evaluator Annotations:

- should include specific examples of the performance criteria that are observed
- should note areas of strength and areas that need improvement
- can boldface performance criteria that need improvement or are not met

1. EFFECTIVE INSTRUCTIONAL LEADERSHIP	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Communicates & implements shared district-wide mission statement • Builds & maintains a district-wide climate for learning • Articulates high expectations for student achievement • Applies current principles, practices, theory & research to promote academic achievement • Initiates change process in schools • Effectively incorporates adult learning strategies • Supports professional growth in colleagues • Analyzes student work & disaggregates data to identify and prioritize training and assistance needs • Uses information systems and technological applications to enhance instruction	

2. KNOWLEDGE OF CURRICULUM, INSTRUCTION, AND ASSESSMENT	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Facilitates effective planning of curricula, classroom instruction and management based on research-based instructional practices • Guides the development of curriculum and instructional materials • Assesses programs and curriculum and proposes appropriate recommendations and needed adjustments • Facilitates the development of units and lessons aligned to the curriculum and connected to real-world applications • Develops, models, implements, and evaluates research-based instructional programs and strategies • Facilitates & models the implementation of best practice instructional strategies including multiple intelligences, learning styles, higher order thinking, integration, real-life connections, hands-on activities and instructional software • Instructs teachers in the use of appropriate lesson delivery models and the incorporation of performance standards • Includes creative and appropriate integration of technologies to improve student learning • Facilitates the development of programs and strategies that are fair and promote and recognize diversity and individual differences • Strives to ensure equity among programs and learning opportunities for all staff and students • Demonstrates appreciation for and sensitivity to the diversity among individuals	

3. PROFESSIONAL LEADERSHIP & GROWTH	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	ANNOTATIONS
• Adheres to the professional code of ethics • Adheres to attendance policies and procedures • Demonstrates punctuality • Demonstrates effective interpersonal, communication, and collaboration skills among peers, students, parents, and others • Practices effective listening, conflict resolution, and group-facilitation skills • Demonstrates effective decision-making skills • Plans and facilitates meetings and trainings for optimum use of time and resources • Uses a time management approach and is able to multi-task • Demonstrates the ability to develop long range plans to include needs assessments goals, objectives, and strategies/activities • Adheres to SBDM and district policies, procedures, and timelines • Attends workshops, institutes, curses and/or conferences relevant to continuing professional development and shares new knowledge with teachers and colleagues • Demonstrates knowledge of current professional literature and materials • Assumes an active leadership role within professional organizations and within community organizations with educationally related activities	

BOONE COUNTY SCHOOLS

CONSULTANT & COORDINATOR PERFORMANCE APPRAISAL INSTRUMENT
SUMMARY REPORT for FORMATIVE EVALUATION

Individual observed:	Date:
Evaluator:	Time:
Cycle - From (date)	To (date)

PERFORMANCE STANDARDS:	MET	NEEDS IMPROVEMENT	NOT MET
Effective Instructional Leadership			
Knowledge of Curriculum, Instruction, & Assessment			
Professional Leadership & Growth			

Corrective Action Plan developed? YES _____ NO _____

Additional pages attached? YES _____ NO _____

CONSULTANT/COORDINATOR COMMENTS:

EVALUATOR COMMENTS:

Consultant/Coordinator Signature_____ Date _____

Evaluator Signature _____Date _____

Evaluator & evaluatee keep a copy. Original to Human Resources with Summative Summary Form

BOONE COUNTY SCHOOLS

CONSULTANT & COORDINATOR PERFORMANCE APPRAISAL INSTRUMENT
SUMMARY REPORT for SUMMATIVE EVALUATION

Individual observed:	Dates observed during this cycle:
Evaluator:	
Cycle From (date)	To (date)

SUMMARY OF FORMATIVES CONDUCTED IN THIS CYCLE:

PERFORMANCE STANDARDS	MET	NEEDS IMPROVEMENT	NOT MET
Effective Instructional Leadership			
Knowledge of Curriculum, Instruction, & Assessment			
Professional Leadership & Growth			

Corrective Action Plan developed? YES _____ NO _____

Additional pages attached? YES _____ NO _____

EVALUATOR COMMENTS:

EVALUATEE COMMENTS:

Consultant/Coordinator Signature _____ Date _____

Evaluator Signature _____ Date _____

RECOMMENDED FOR EMPLOYMENT FOR 20 ___ - 20 ____ YES _____ NO _____

Evaluator & evaluatee each keep a copy. Original goes to Human Resources.

BOONE COUNTY SCHOOLS

SCHOOL PSYCHOLOGIST PERFORMANCE APPRAISAL INSTRUMENT

_____FORMATIVE or _____SUMMATIVE EVALUATION (please check)

Psychologist observed:	Date observed:
Observer:	Time:
Cycle -- From (date)	To (date)

The evaluator will record the results of each assessment conducted during the formative stage of the evaluation cycle on a form entitled: Formative Evaluation Performance Appraisal Instrument

Particular attention should be paid to those evaluation elements that:

- have not been assessed during the current cycle
- have received a low rating during a previous assessment
- are included in the professional growth plan
- are important to the annual objectives set for the school/program
- are important to the overall professional growth of the evaluated psychologist
- are a result of the conferencing process.

It is recommended that the evaluator meet with the teacher prior to the formal observation.

Following the assessment, the evaluator will:

- Complete the evaluation instrument & provide a copy to the evaluatee prior to the conference
- Within one week, conduct a conference with the evaluated psychologist that includes discussion of strengths and areas of need
- Recommend ways of improving performance

PERFORMANCE JUDGMENTS:

MET: Overall performance is proficient.

NEEDS IMPROVEMENT: Proficiency is not evident for all performance criteria and/or performance is inconsistent.

NOT MET: Performance is inadequate. The employee has been made aware of areas that must be addressed. Assistance and a timeline for improvement should also be provided. Evaluator must develop a corrective action plan if a standard is not met.

Evaluator Annotations:

- should include specific examples of the performance criteria that are observed should note areas of strength and areas that need improvement
- can boldface performance criteria that need improvement or are not met

1. USE OF PLANNING TECHNIQUES THAT MAXIMIZE SERVICES TO CHILDREN AND MAXIMIZE THE USE OF RESOURCES	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Develops short and long-term goals • Addresses needs, strengths, learning styles, and levels of achievement of students • Demonstrates good organizational skills in setting priorities and organizing time, energy, and work loads to fulfill responsibilities • Demonstrates knowledge of community resources and ability to effectively use them on behalf of clients • Plans and implements individual and/or group treatment services (i.e., individual or group counseling, behavior modification) • Implements written diagnostic plans that address the needs of individual students • Establishes priorities, schedules, routines, and procedures for delivering specialty services	

2. DEMONSTRATION OF KNOWLEDGE OF EFFECTIVE SCHOOL PSYCHOLOGY PRACTICES, THEORIES OF HUMAN BEHAVIOR, AND GOVERNMENTAL DIRECTIVES	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Demonstrates knowledge of psychodynamic concepts and individual personality adjustment patterns • Demonstrates knowledge of learning and emotional problems and strategies for remediation • Demonstrates knowledge of psychological assessment and its application to questions of educational development • Conducts services in a manner that protects the due process rights of the students and their parents as defined by local, state, and federal laws, regulations, and procedures • Demonstrates an understanding of the rights and responsibilities of students, parents, and staff • Demonstrates knowledge and practice of school psychology ethics • Demonstrates knowledge of goals, processes, and legal requirements of the educational system	

3. USE OF SCHOOL PSYCHOLOGY SKILLS COMMENSURATE WITH PROFESSIONAL PSYCHOLOGY STANDARDS AND ETHICS AS ADOPTED BY THE PROFESSION	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Evaluates human behavior on the basis of tests results; clinical observations; interviews with students, teachers, other school personnel and parents; school records and reports of other professionals • Interprets and presents findings to teachers in order to help them understand and teach their students • Prepares professional written reports in a timely manner • Provides instructional interventions and pre-referral/early intervention programs • Gathers statistics and conducts research for developing and evaluating programs • Serves as a professional resource to faculty and other school personnel • Assists with counseling and consultations • Adheres to ethical standards of the school psychology profession • Maintains confidentiality pertaining to students and staff • Keeps current with educational research and literature	

4. PROMOTION OF A POSITIVE LEARNING ENVIRONMENT AND COMMUNICATION OF HIGH EXPECTATIONS FOR ALL STUDENTS	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Recognizes, values, and promotes a learning environment that reflects cultural, linguistic, and racial diversity • Participates in the identification of solutions to school problems • Provides appropriate assistance to school personnel in crisis situations • Demonstrates recognition of the uniqueness of each student • Demonstrates high expectations for students to achieve and to be successful in school • Encourages students to critically evaluate their social and mental status and role in the learning process • Establishes high expectations for every student's academic achievement and social and mental development • Serves as a member of interdisciplinary teams assisting students to benefit from their school experiences • Demonstrates knowledge of current local, state, and federal education expectations • Promotes and utilizes technological applications, when appropriate, in delivering school psychology services	

5. USE OF APPROPRIATE ASSESSMENT TECHNIQUES TO DETERMINE NEEDS AND INTERVENTIONS AND TO MEASURE EFFECTIVENESS OF SERVICES	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	ANNOTATIONS
• Assesses the child's physical, cognitive, and emotional development • Monitors the effectiveness and outcomes of intervention programs • Participates in the development of the child's individual educational plan according to local, state, and federal guidelines • Collects appropriate information to document and assess aspects of emotional, environmental, psychological, and sociological factors that affect children's behavior • Consults with personnel of the school, community representatives, children, and families in the process of needs assessment • Establishes positive rapport with students in order to achieve maximum cooperation and motivation • Uses and encourages the use of assessment practices that lead directly to the development of effective educational interventions • Analyzes and integrates assessment data to facilitate an understanding of the "whole" child	

6. EFFECTIVE COMMUNICATION WITH STUDENTS, ADMINISTRATORS, PARENTS, TEACHERS, AND SIGNIFICANT COMMUNITY MEMBERS	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	ANNOTATIONS
• Maintains confidentiality of privileged information • Encourages and promotes communication links to the community • Works cooperatively with other school personnel • Consults with the classroom teacher to help the teacher better understand and work with particular children or to manage particular classes of children • Demonstrates and encourages respect for and sensitivity to students, staff, and parents • Reports psychological evaluation findings, both written and oral, in clear, concise, and accurate terms • Facilitates communication between home and school • Establishes rapport with students and staff and fosters positive interactions through verbal and nonverbal communications	

7. EFFECTIVE PROFESSIONAL LEADERSHIP AND GROWTH	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Attends workshops, institutes, courses, and/or conferences relevant to continuing professional development • Reviews professional literature and new materials • Participates as an active member of a professional organization • Demonstrates responsibility for professional involvement and ongoing self-evaluation • Assists in the planning, organization, and review of school psychology services • Follows the policies and procedures of the school district • Adheres to professional district standards • Demonstrates punctuality • Adheres to attendance policies and procedures	

BOONE COUNTY SCHOOLS

SCHOOL PSYCHOLOGIST PERFORMANCE APPRAISAL INSTRUMENT
SUMMARY REPORT for FORMATIVE EVALUATION

Psychologist observed:	Date:
Evaluator:	Class:
Cycle - From (date)	To (date)

PERFORMANCE STANDARDS	MET	NEEDS IMPROVEMENT	NOT MET
Use of planning techniques that maximize services to children & maximize the use of resources			
Demonstration of knowledge of effective school psychology practices, theories of human behavior, and governmental directives			
Use of school psychology skills commensurate with professional psychology standards and ethics as adopted by the profession			
Promotion of a positive learning environment and communication of high expectations for all students			
Use of appropriate assessment techniques to determine needs and interventions and to measure effectiveness of services			
Effective communication with students, administrators, parents, teachers and significant community members			
Effective professional leadership & growth			

Corrective Action Plan developed? YES _____ NO _____

Additional pages attached? YES _____ NO _____

PSYCHOLOGIST COMMENTS:

EVALUATOR COMMENTS:

Psychologist Signature_____ Date _____

Evaluator Signature _____ Date _____

Evaluator & psychologist keep a copy. Original to Human Resources with Summative Summary Form

BOONE COUNTY SCHOOLS

SCHOOL PSYCHOLOGIST PERFORMANCE APPRAISAL INSTRUMENT
SUMMARY REPORT for SUMMATIVE EVALUATION

Psychologist observed:	Dates observed in this cycle:
Evaluator:	Time:
Cycle- From (date)	To (date)

SUMMARY OF FORMATIVES CONDUCTED IN THIS CYCLE:

PERFORMANCE STANDARDS:	MET	NEEDS IMPROVEMENT	NOT MET
Use of planning techniques that maximize services to children & maximize the use of resources			
Demonstration of knowledge of effective school psychology practices, theories of human behavior, and governmental directives			
Use of school psychology skills commensurate with professional psychology standards and ethics as adopted by the profession			
Promotion of a positive learning environment and communication of high expectations for all students			
Use of appropriate assessment techniques to determine needs and interventions and to measure effectiveness of services			
Effective communication with students, administrators, parents, teachers and significant community members			
Effective professional leadership and growth			

Corrective Action Plan developed? YES _____ NO _____

Additional pages attached? YES _____ NO _____

EVALUATOR COMMENTS:

PSYCHOLOGIST COMMENTS:

Psychologist Signature_____ Date _____

Evaluator Signature _____ Date _____

RECOMMENDED FOR EMPLOYMENT FOR 20____ - 20____ YES _____ NO _____

Evaluator & psychologist each keep a copy. Original goes to Human Resources.

BOONE COUNTY SCHOOLS

GUIDANCE COUNSELOR PERFORMANCE APPRAISAL INSTRUMENT

_____FORMATIVE or _____SUMMATIVE EVALUATION (please check)

Counselor observed:	Date:
Evaluator:	Time:
Cycle -- From (date)	To (date)

The evaluator will record the results of each assessment conducted during the formative stage of the evaluation cycle on a form entitled: Formative Evaluation Performance Appraisal Instrument

Particular attention should be paid to those evaluation elements that:

- have not been assessed during the current cycle
- have received a low rating during a previous assessment
- are included in the professional growth plan
- are important to the annual objectives set for the school/program
- are important to the overall professional growth of the evaluated counselor
- are a result of the conferencing process.

It is recommended that the evaluator meet with the counselor prior to the formal observation.

Following the assessment, the evaluator will:

- Complete the evaluation instrument & provide the evaluatee with a copy before the conference
- Within one week, conduct a conference with the evaluated counselor that includes discussion of strengths and areas of need
- Recommend ways of improving performance

PERFORMANCE JUDGMENTS:

MET: Overall performance is proficient.

NEEDS IMPROVEMENT: Proficiency is not evident for all performance criteria and/or performance is inconsistent.

NOT MET: Performance is inadequate. The employee has been made aware of areas that must be addressed. Assistance and a timeline for improvement should also be provided. Evaluator must develop a corrective action plan if a standard is not met.

Evaluator Annotations:

- should include specific examples of the performance criteria that are observed
- should note areas of strength and areas that need improvement
- can boldface performance criteria that need improvement or are not met

1. EFFECTIVE ORGANIZATIONAL LEADERSHIP AND GROWTH	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Collaborates with colleagues, parents, community representatives, and community agencies to meet students' needs and enhance student learning • Participates in professional organizations and activities • Initiates and develops projects and programs • Practices effective listening, conflict resolution, and group facilitation skills as a team member • Applies knowledge, skills, and processes acquired through professional development to improve instructional performance and to promote student learning • Maintains confidentiality pertaining to students and staff • Keeps current with educational research and literature • Demonstrates communication skills that are clear, direct, and responsive • Uses acceptable theories and techniques appropriate to school guidance services • Adheres to ethical standards of the guidance profession • Demonstrates punctuality • Adheres to attendance policies and procedures	

2. EFFECTIVE CURRICULUM AND PROGRAM MANAGEMENT	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Collaborates with administration and staff to establish grade/age appropriate, preventive guidance program/plan for all assigned students • Incorporates the areas of occupational exploration, academic and personal social domains in planning and delivering counseling services to students • Incorporates & shares a wide variety of career resources, instructional materials, and activities with students and teachers • Evaluates effectiveness of the school counseling program and adjusts accordingly • Maintains accurate and current records (student and parent contacts, activity logs, etc.) and meets timelines • Promotes and utilizes technology applications to enhance the guidance program • Presents instructional/informational programs to groups of parents, teachers, and administrators	

3. EFFECTIVE COUNSELING, ADVISEMENT AND STUDENT PLANNING	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Utilizes a variety of individual counseling strategies to help students set career, academic, and personal goals that adapt to student's developmental stages, learning styles, and individual and special needs • Assists students and parents in the understanding and interpretation of interest, aptitude, and achievement tests • Utilizes structured, classroom/small group/individual counseling activities to help students address barriers to academic, career, and/or personal/social development • Assists students in planning and selecting classes with regard to future interest and career cluster areas (middle and high school) • Assists students in making transitions between schools, into higher education, and into the world of work	

4. EFFECTIVE MANAGEMENT	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Responds in a timely manner to unscheduled requests and referrals for assistance from students, parents, staff, and administration, and communicates follow-up action when appropriate • Demonstrates an awareness of and provides to students and parents information regarding community resources and referral resources • Follows an effective referral process for assisting students and others to use special programs and services • Maintains updated files of student grouping, class lists, schedules, and class rank • Organizes and facilitates the state testing program as appropriate • Plans and facilitates meetings for optimum use of time and resources • Incorporates current research-based practices in implementing changes in school guidance and counseling program	

5. EFFECTIVE COMMUNICATION OF LEARNING AND ASSESSMENT RESULTS	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Shares and interprets student data with regard to test scores, school performance, and personal concerns • Provides opportunities for scheduled conferences for all students and their parents to address student progress and future goals • Assists in identifying and responding to students with special needs and to students who are in transition from one school to another • Assists in identifying and responding to students with special needs within the mandated timelines • Collaborates and cooperates with teachers and administrators in delivering the counseling related curriculum • Assists parents in understanding student's abilities, aptitudes, and relationships with others	

6. ESTABLISHMENT AND MAINTENANCE OF AN EFFECTIVE LEARNING CLIMATE	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Promotes awareness, sensitivity, and understanding of diversity and cultural differences and fosters an atmosphere of respect • Applies various counseling strategies/activities to encourage students to make healthy lifestyle choices • Demonstrates sensitivity in working with individual and diverse populations • Incorporates knowledge of child development in responding to the individual needs of students, taking into consideration their unique needs and potential • Provides students with constructive feedback • Challenges and communicates with students in a supportive manner • Provides opportunities that promote the development of life skills and life-long guidelines	

BOONE COUNTY SCHOOLS

GUIDANCE COUNSELOR PERFORMANCE APPRAISAL INSTRUMENT
SUMMARY REPORT for FORMATIVE EVALUATION

Counselor observed:	Date:
Evaluator:	
Cycle - From (date)	To (date)

PERFORMANCE STANDARDS	MET	NEEDS IMPROVEMENT	NOT MET
Effective Organizational Leadership & Growth			
Effective Curriculum & Program Management			
Effective Counseling, Advisement, & Student Planning			
Effective Management			
Effective Communication of Learning & Results			
Establishment & Maintenance of an Effective Learning Climate			

Corrective Action Plan developed? YES _____ NO _____

Additional pages attached? YES _____ NO _____

GUIDANCE COUNSELOR COMMENTS:

EVALUATOR COMMENTS:

Counselor Signature_____ Date _____

Evaluator Signature _____Date _____

Evaluator & counselor keep a copy. Original to Human Resources with Summative Summary Form

BOONE COUNTY SCHOOLS

GUIDANCE COUNSELOR PERFORMANCE APPRAISAL INSTRUMENT
SUMMARY REPORT for SUMMATIVE EVALUATION

Counselor observed:	Dates observed in this cycle:
Observer:	
Cycle - From (date)	To (date)

SUMMARY OF FORMATIVES CONDUCTED IN THIS CYCLE:

PERFORMANCE STANDARDS	MET	NEEDS IMPROVEMENT	NOT MET
Effective Organizational Leadership & Growth			
Effective Curriculum & Program Management			
Effective Counseling, Advisement, & Student Planning			
Effective Management			
Effective Communication of Learning & Results			
Establishment & Maintenance of an Effective Learning Climate			

Corrective Action Plan developed? YES _____ NO _____

Additional pages attached? YES _____ NO _____

GUIDANCE COUNSELOR COMMENTS:

EVALUATOR COMMENTS:

Counselor Signature_____ Date _____

Evaluator Signature _____ Date _____

RECOMMENDED FOR EMPLOYMENT FOR 20 ____ - 20 ____ YES _____ NO _____

Evaluator & counselor each keep a copy. Original goes to Human Resources.

BOONE COUNTY SCHOOLS

TEACHER PERFORMANCE APPRAISAL INSTRUMENT

_____ FORMATIVE or _____ SUMMATIVE EVALUATION (please check)

Teacher observed:	Date:
Evaluator:	Class:
Cycle -- From (date)	To (date)

The evaluator will record the results of each assessment conducted during the formative stage of the evaluation cycle on a form entitled: Formative Evaluation Performance Appraisal Instrument

Particular attention should be paid to those evaluation elements that:

- have not been assessed during the current cycle
- have received a low rating during a previous assessment
- are included in the professional growth plan
- are important to the annual objectives set for the school/program
- are important to the overall professional growth of the evaluated teacher
- are a result of the conferencing process.

It is recommended that the evaluator meet with the teacher prior to the formal observation.

Following the assessment, the evaluator will:

- Complete the evaluation instrument & provide a copy to the evaluatee prior to the conference
- Within one week, conduct a conference with the evaluated teacher that includes discussion of strengths and areas of need
- Recommend ways of improving performance

PERFORMANCE JUDGMENTS:

MET: Overall performance is proficient.

NEEDS IMPROVEMENT: Proficiency is not evident for all performance criteria and/or performance is inconsistent.

NOT MET: Performance is inadequate. The employee has been made aware of areas that must be addressed. Assistance and a timeline for improvement should also be provided. Evaluator must develop a corrective action plan if a standard is not met.

Evaluator Annotations:

- should include specific examples of the performance criteria that are observed
- should note areas of strength and areas that need improvement
- can boldface performance criteria that need improvement or are not met

1. PROFESSIONAL LEADERSHIP & GROWTH	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Adheres to the professional code of ethics • Adheres to attendance policies and procedures and demonstrates punctuality • Collaborates with colleagues, parents, community representatives, and community agencies to meet students' needs and enhance student learning • Participates in professional organizations and activities • Assumes leadership roles within the school • Writes and speaks effectively • Practices effective listening, conflict resolution, and group-facilitation skills as a contributing team member • Uses school/student data to identify and prioritize professional development needs • Performs duties consistent with school/community goals, and administrative regulations & procedures • Effectively uses emerging technologies to enhance professional productivity & support instruction • Demonstrates professional interpersonal and communication skills with parents, students, peers, and others	

2. KNOWLEDGE OF CONTENT & CURRICULUM	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Demonstrates a current and thorough knowledge of the curriculum • Collaborates with other teachers to assure continuity of curriculum delivery and to structure interdisciplinary approaches whenever feasible • Connects content knowledge to real-world applications and other content areas • Adheres to SBDM policy in implementing programs and initiatives established by the school • Is critical and thorough in selecting appropriate and accurate resources for instruction • Assesses programs and curriculum; proposes appropriate recommendations and makes needed adjustments based on student progress	

3. DESIGNS, PLANS, & DELIVERS INSTRUCTION	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Develops challenging units and lessons that align to the school's curriculum and to national, state, district, and school standards • Develops relevant lessons and units that support and facilitate long term retention, transfer of skills, thinking processes, and content • Develops and delivers lessons and units that are developmentally appropriate and employ a variety of best practice instructional strategies that address learning styles, critical thinking, multiple intelligences and active learning • Integrates literacy skills and processes in instruction • Develops and incorporates learning experiences that encourage students to be adaptable, resourceful, and creative • Develops and incorporates strategies that address physical, social, and cultural similarities and differences and provides all stipulated accommodations and modifications specified in IEP's, 504 plans, GSSP's, and ELL plans • Includes creative and appropriate integration of technologies to improve student learning and adheres to technology standards • Secures and uses a variety of appropriate school and community resources to support learning	

4. IMPLEMENTATION & MANAGEMENT OF INSTRUCTION	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Connects learning with student's prior knowledge, experiences, backgrounds, and aspirations for future roles (e.g., anticipatory set) • Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned • Provides guided and independent practice for the skills, concepts, and processes to be learned • Differentiates instruction to address the strengths and needs of each student & provides students with multiple experiences and opportunities to achieve mastery • Actively engages students in individual and cooperative learning experiences • Uses appropriate questioning strategies to help students solve problems and think critically & reflectively • Manages student examination of social issues and differing viewpoints relative to course content • Makes efficient use of time on task • Makes appropriate changes to instruction based upon feedback, reflection, and assessment data • Works appropriately & collaboratively with other staff (e.g., special ed teachers, ELL, gifted, & Title I teachers, support personnel) • Participates where appropriate in the development, use, and monitoring of IEP's and their goals & objectives	

5. ASSESSMENT & COMMUNICATION OF LEARNING RESULTS	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program • Continuously monitors and assesses skills, concepts, and content knowledge through pre and post testing, criterion reference assessments, and appropriate school instruments • Makes adjustments to instruction and provides interventions based on student assessment data • Provides opportunities for students to assess and improve their performance based on prior assessment results • Collects and analyzes assessment data, maintains up-to-date records of student progress using appropriate technologies, and adjusts instruction accordingly • Communicates expectations, student progress, and assessment data to parents and students in a specific and timely manner	

6. ESTABLISHMENT OF AN EFFECTIVE LEARNING CLIMATE	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Uses knowledge of child development to understand students as individuals and plans in response to their unique needs and potential including IEP's, 504's, GSSP's, and ELL plans • Communicates high expectations for all students • Challenges and communicates with students in a sensitive, supportive and respectful manner • Provides students with constructive feedback • Shows flexibility and creativity in the development of classroom processes and instructional procedures • Encourages and supports individual and group inquiry • Takes responsibility for classroom management and most discipline issues • Uses a variety of techniques that foster individual responsibility and cooperation • Provides opportunities that promote the development of life skills and work ethic values	

BOONE COUNTY SCHOOLS

TEACHER PERFORMANCE APPRAISAL INSTRUMENT
SUMMARY REPORT for FORMATIVE EVALUATION

Teacher observed:	Date:
Evaluator:	Class:
Cycle – From (date)	To (date)

PERFORMANCE STANDARDS	MET	NEEDS IMPROVEMENT	NOT MET
Professional Leadership and Growth			
Knowledge of Content and Curriculum			
Designs, Plans and Delivers Instruction			
Implementation and Management of Instruction			
Assessment and Communication of Learning Results			
Establishment of an Effective Learning Climate			

Corrective Action Plan developed? YES _____ NO _____

Additional pages attached? YES _____ NO _____

TEACHER COMMENTS:

EVALUATOR COMMENTS:

Teacher Signature_____ Date _____

Evaluator Signature _____Date _____

Evaluator & teacher keep a copy. Original to Human Resources with Summative Summary Form

BOONE COUNTY SCHOOLS

TEACHER PERFORMANCE APPRAISAL INSTRUMENT
SUMMARY REPORT for SUMMATIVE EVALUATION

Teacher observed:	Dates observed during the cycle:
Evaluator:	
Cycle - From (date)	To (date)

SUMMARY OF FORMATIVES CONDUCTED IN THIS CYCLE:

PERFORMANCE STANDARDS	MET	NEEDS IMPROVEMENT	NOT MET
Professional Leadership and Growth			
Knowledge of Content and Curriculum			
Designs, Plans and Delivers Instruction			
Implementation and Management of Instruction			
Assessment and Communication of Learning Results			
Establishment of an Effective Learning Climate			

Corrective Action Plan developed? YES _____ NO _____

Additional pages attached? YES _____ NO _____

TEACHER COMMENTS:

EVALUATOR COMMENTS:

Teacher Signature_____ Date _____

Evaluator Signature _____ Date _____

RECOMMENDED FOR EMPLOYMENT FOR 20 ____ - 20 ____ YES _____ NO _____

Evaluator & teacher each keep a copy. Original goes to Human Resources.

BOONE COUNTY SCHOOLS

LIBRARY MEDIA SPECIALIST PERFORMANCE APPRAISAL INSTRUMENT

_____FORMATIVE or _____ SUMMATIVE EVALUATION (please check)

Librarian observed:	Date observed:
Observer:	Time:
Cycle -- From (date)	To (date)

The evaluator will record the results of each assessment conducted during the formative stage of the evaluation cycle on a form entitled: Formative Evaluation Performance Appraisal Instrument

Particular attention should be paid to those evaluation elements that:

- have not been assessed during the current cycle
- have received a low rating during a previous assessment
- are included in the professional growth plan
- are important to the annual objectives set for the school/program
- are important to the overall professional growth of the evaluated teacher
- are a result of the conferencing process.

It is recommended that the evaluator meet with the teacher prior to the formal observation.

Following the assessment, the evaluator will:

- Complete the evaluation instrument & provide the evaluatee with a copy prior to the conference
- Within one week, conduct a conference with the evaluated teacher that includes discussion of strengths and areas of need
- Recommend ways of improving performance

PERFORMANCE JUDGMENTS:

MET: Overall performance is proficient.

NEEDS IMPROVEMENT: Proficiency is not evident for all performance criteria and/or performance is inconsistent.

NOT MET: Performance is inadequate. The employee has been made aware of areas that must be addressed. Assistance and a timeline for improvement should also be provided. Evaluator must develop a corrective action plan if a standard is not met.

Evaluator Annotations:

- should include specific examples of the performance criteria that are observed should note areas of strength and areas that need improvement
- can boldface performance criteria that need improvement or are not met

1. PROFICIENCY AS ADMINISTRATOR OF THE LIBRARY MEDIA FACILITY	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Plans & administers the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the Library Media Program • Administers a Library Media Program that utilizes flexible access, when available • Organizes, classifies, and catalogs library materials following nationally recognized professional standards such as AACR2R (Anglo American Cataloging Rules), latest edition Dewey or library of Congress, Sears or Library of Congress subject headings, MARC format • Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal physical access by students and faculty • Is responsible for the proper use of the facility, materials, and equipment • Keeps automated catalog current • Maintains statistical records needed to verify collection of the library media center holdings • Makes general repairs, weeds collection and takes inventory periodically • Promotes compliance with the copyright law • Performs responsibilities related to assignment, including attendance and punctuality and evaluating results • Adheres to a professional code of ethics	

2. PROFICIENCY AS ADMINISTRATOR OF THE LIBRARY MEDIA PROGRAM	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	ANNOTATIONS
• Plans long-range goals of the Library Media Program with faculty, administration, council and students through participation in the development of the School Improvement Plan document (SIP) • Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the Library Media Program • Develops Library Media Program policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology • Develops plans for maintaining a technologically current facility and program • Solicits suggestions from, and communicates with, faculty and students about services, materials, program, and facilities • Evaluates programs, services, facilities, and materials informally and formally on a continuous basis, identifying strengths and weaknesses • Publicizes the Library Media Programs, services, and materials through newsletters, announcements, and other innovative ways • Plans and /or participates in special projects or proposals, e.g. book fairs • Trains and supervises Library Media Program clerical staff, volunteers, and student helpers • Follows the SBDM approved selection policy that includes a procedure for the reconsideration of materials • Maintains relationships and communicates with other Boone County schools and community libraries • Provides the resources and promotes recreational reading for the school community • Follows the school's policies and procedures and supports the mission, goals, objectives, and continuous improvement of the school • Handles concerns of others in a positive and professional manner to protect the users' rights to privacy and confidentiality	

3. PROFICIENCY AS A TEACHER	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Provides orientation for new faculty and students • Informally evaluates individual and group needs and provides appropriate learning experiences for those who have diverse learning abilities, styles, and needs • Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct • Provides for independent and cooperative group learning • Teaches information literacy as an integral part of the curriculum using a process model such as the Big6™ or equivalent • Guides students in the selection of appropriate resources • Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments • Promotes appreciation of various forms of literature emphasizing the highest quality • Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills and to become skilled in all modes of communication • Incorporates the use of technology in accessing information • Assists students in the use of multi-media for completed projects • Provides, or arranges, training of staff in use of new materials, technology, and equipment, demonstrating practical applications for curriculum connections	

4. PROFICIENCY AS AN INSTRUCTIONAL PARTNER	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	ANNOTATIONS
• Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum • Exercises a leadership role and serves as a catalyst in ensuring the Library Media Program is central to the instructional program for the school • Participates as a member of the instructional team(s) in curriculum development projects and plans with teachers • Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum • Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials • Assists faculty in the selection of materials to supplement instruction • Establishes positive rapport with staff and students • Maintains effective communications with staff and students, e.g. informs faculty and students of new acquisitions and services • Plans and implements a program of library information literacy skills in collaboration with classroom teachers	

5. PROFICIENCY AS AN INFORMATION SPECIALIST	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	ANNOTATIONS
• Chooses materials using selection tools, bibliographies, recommendations with a commitment to the right of intellectual freedom • Maintains a professional collection • Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment that support the school's curriculum and educational goals • Maintains flexible and equitable use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading and listening • Is available as a resource for all students and faculty • Attends local professional growth activities and meetings • Demonstrates commitment by participating in professional library organizations and participates in the meetings, workshops, conferences, and other activities related to the field	

BOONE COUNTY SCHOOLS

LIBRARY/MEDIA SPECIALIST
PERFORMANCE APPRAISAL INSTRUMENT
SUMMARY REPORT for FORMATIVE EVALUATION

Librarian observed:	Date observed:
Observer:	Class:
Cycle - From (date)	To (date)

PERFORMANCE STANDARDS:	MET	NEEDS IMPROVEMENT	NOT MET
Proficiency as Administrator of the Library Media Facility			
Proficiency as Administrator of the Library Media Program			
Proficiency as a Teacher			
Proficiency as an Instructional Partner			
Proficiency as an Information Specialist			

Corrective Action Plan developed? YES _____ NO _____

Additional pages attached? YES _____ NO _____

LIBRARIAN COMMENTS:

EVALUATOR COMMENTS:

Librarian Signature_____ Date _____

Evaluator Signature _____Date _____

Evaluator & librarian keep a copy. Original to Human Resources with Summative Summary Form

BOONE COUNTY SCHOOLS

LIBRARY/MEDIA SPECIALIST
PERFORMANCE APPRAISAL INSTRUMENT
SUMMARY REPORT for SUMMATIVE EVALUATION

Librarian observed:	Dates observed during the cycle:
Evaluator:	
Cycle: From (date)	To (date)

SUMMARY OF FORMATIVES CONDUCTED IN THIS CYCLE:

PERFORMANCE STANDARDS	MET	NEEDS IMPROVEMENT	NOT MET
Proficiency as Administrator of the Library Media Facility			
Proficiency as Administrator of the Library Media Program			
Proficiency as a Teacher			
Proficiency as an Instructional Partner			
Proficiency as an Information Specialist			

Corrective Action Plan developed? YES _____ NO _____

Additional pages attached? YES _____ NO _____

EVALUATOR COMMENTS:

LIBRARIAN COMMENTS:

Librarian Signature_____ Date _____

Evaluator Signature _____ Date _____

RECOMMENDED FOR EMPLOYMENT FOR 20____ - 20____ YES _____ NO _____

Evaluator & librarian each keep a copy. Original goes to Human Resources.

BOONE COUNTY SCHOOLS

DIAGNOSTICIAN PERFORMANCE APPRAISAL INSTRUMENT

_____ FORMATIVE or _____ SUMMATIVE EVALUATION (please check)

Diagnostician observed:	Dates observed during the cycle:
Evaluator:	
Cycle: From (date)	To (date)

The evaluator will record the results of each assessment conducted during the formative stage of the evaluation cycle on a form entitled: Formative Evaluation Performance Appraisal Instrument

Particular attention should be paid to those evaluation elements that:

- have not been assessed during the current cycle
- have received a low rating during a previous assessment
- are included in the professional growth plan
- are important to the annual objectives set for the school/program
- are important to the overall professional growth of the evaluated teacher
- are a result of the conferencing process.

It is recommended that the evaluator meet with the teacher prior to the formal observation.

Following the assessment, the evaluator will:

- Complete the evaluation instrument & provide a copy to the evaluatee prior to the conference
- Within one week, conduct a conference with the evaluated teacher that includes discussion of strengths and areas of need
- Recommend ways of improving performance

PERFORMANCE JUDGMENTS:

MET: Overall performance is proficient.

NEEDS IMPROVEMENT: Proficiency is not evident for all performance criteria and/or performance is inconsistent.

NOT MET: Performance is inadequate. The employee has been made aware of areas that must be addressed. Assistance and a timeline for improvement should also be provided. Evaluator must develop a corrective action plan if a standard is not met.

Evaluator Annotations:

- should include specific examples of the performance criteria that are observed
- should note areas of strength and areas that need improvement
- can boldface performance criteria that need improvement or are not met

1. **PLANNING FOR INSTRUCTION**	_____ **MET** _____ **NEEDS IMPROVEMENT** _____ **NOT MET**
CRITERIA	**ANNOTATIONS**
• Facilitates the development of programs that meet the needs of students • Identifies and communicates strategies for effectively altering pupil behaviors • Demonstrates knowledge of effective instructional practices • Facilitates the development of curriculum/instructional programs based on theories, research findings, and needs assessment results	

2. **PROGRAM PLANNING**	_____ **MET** _____ **NEEDS IMPROVEMENT** _____ **NOT MET**
CRITERIA	**ANNOTATIONS**
• Determines priorities based on assessed needs, sound theories, financial capabilities, time, and expertise • Assists with the development of Individual Education Plans (IEP) • Develops and demonstrates intervention and learning strategies as well as modifications to allow teachers to differentiate instruction • Regularly serves on district-wide committees to provide input	

3. PROFESSIONAL DEVELOPMENT	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Attends workshops, institutes, courses, and/or conferences relevant to continuing professional development • Reviews professional literature and new materials • Participates as an active member of a professional organization	

4. DECISION MAKING/PROBLEM SOLVING/COMMUNICATION/ COLLABORATION	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Adheres to due process procedures required by mandates • Demonstrates communication and collaboration skills with students, parents, and colleagues • Utilizes a variety of techniques in problem solving • Facilitates discussions in decision-making activities. • Performs professional responsibilities and duties as outlined in the job description, including regular attendance and punctuality • Practices in an ethical, professional fashion as a child advocate	

5. **PLACEMENT, REFERRAL, EVALUATIVE SERVICES**	_____ **MET** _____ **NEEDS IMPROVEMENT** _____ **NOT MET**
CRITERIA	**ANNOTATIONS**
• Regularly serves as a member of the multidisciplinary team • Conducts curriculum based assessment. • Administers individual achievement tests and screenings • Conducts functional behavior assessments in conjunction with other members of the evaluation team • Conducts behavior observations to ascertain specific learning and behavior strengths and/or needs of students • Interprets test results to students, parents, and teachers • Selects appropriate assessment devices • Recommendations are useful in planning for education needs • Reports are well written and easily understood by parents and school personnel • Follows special education timelines for evaluations and reevaluations	

BOONE COUNTY SCHOOLS

DIAGNOSTICIAN PERFORMANCE APPRAISAL INSTRUMENT
SUMMARY REPORT FOR FORMATIVE EVALUATION

Diagnostician observed:	Date:
Evaluator:	Class:
Cycle - From (date)	To (date)

	MET	NEEDS IMPROVEMENT	NOT MET
Planning for Instruction			
Program Planning			
Professional Development			
Decision Making, Problem Solving/ Communication/ Collaboration			
Placement, Referral, Evaluative Services			

Corrective Action Plan developed? YES _____ NO _____

Additional pages attached? YES _____ NO _____

DIAGNOSTICIAN COMMENTS:

EVALUATOR COMMENTS:

Diagnostician Signature_____ Date _____

Evaluator Signature _____Date _____

Evaluator & Diagnostician receive a copy. Original to Human Resources with Summative Summary Form

BOONE COUNTY SCHOOLS

DIAGNOSTICIAN PERFORMANCE APPRAISAL INSTRUMENT
SUMMARY REPORT FOR SUMMATIVE EVALUATION

Diagnostician observed:	Dates observed during the cycle:
Evaluator:	Class:
Cycle - From (date)	To (date)

SUMMARY OF FORMATIVES CONDUCTED IN THIS CYCLE:

	MET	NEEDS IMPROVEMENT	NOT MET
Planning for Instruction			
Program Planning			
Professional Development			
Decision Making, Problem Solving/ Communication/ Collaboration			
Placement, Referral, Evaluative Services			

Corrective Action Plan developed? YES _____ NO _____

Additional pages attached? YES _____ NO _____

EVALUATOR COMMENTS:

DIAGNOSTICIAN COMMENTS:

Diagnostician Signature_____ Date _____

Evaluator Signature _____Date _____

RECOMMENDED FOR EMPLOYMENT FOR 20____ - 20 ____ YES _____ NO_____

Evaluator & diagnostician each keep a copy. Original goes to Human Resources.

BOONE COUNTY SCHOOLS

SPEECH PATHOLOGIST PERFORMANCE APPRAISAL INSTRUMENT

_____ FORMATIVE or _____ SUMMATIVE EVALUATION (please check)

Speech Pathologist observed:	Date:
Evaluator:	Class:
Cycle -- From (date)	To (date)

The evaluator will record the results of each assessment conducted during the formative stage of the evaluation cycle on a form entitled: Formative Evaluation Performance Appraisal Instrument

Particular attention should be paid to those evaluation elements that:

- have not been assessed during the current cycle
- have received a low rating during a previous assessment
- are included in the professional growth plan
- are important to the annual objectives set for the school/program
- are important to the overall professional growth of the evaluated speech pathologist
- are a result of the conferencing process

It is recommended that the evaluator meet with the speech pathologist prior to the formal observation.

Following the assessment, the evaluator will:

- Complete the evaluation instrument & provide a copy to the evaluatee prior to the conference
- Within one week, conduct a conference with the evaluated speech pathologist that includes discussion of strengths and areas of need
- Recommend ways of improving performance

PERFORMANCE JUDGMENTS:

MET: Overall performance is proficient.

NEEDS IMPROVEMENT: Proficiency is not evident for all performance criteria and/or performance is inconsistent.

NOT MET: Performance is inadequate. The employee has been made aware of areas that must be addressed. Assistance and a timeline for improvement should also be provided. Evaluator must develop a corrective action plan if a standard is not met.

Evaluator Annotations:

- should include specific examples of the performance criteria that are observed
- should note areas of strength and areas that need improvement
- can boldface performance criteria that need improvement or are not met

1. PROFESSIONAL LEADERSHIP & GROWTH	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Adheres to the professional code of ethics • Adheres to attendance policies and procedures and demonstrates punctuality • Collaborates with colleagues, parents, community representatives, and community agencies to meet students' needs and enhance student learning • Participates in professional organizations and activities • Assumes leadership roles within the school • Writes and speaks effectively • Practices effective listening, conflict resolution, and group-facilitation skills as a contributing team member • Uses school/student data to identify and prioritize professional development needs • Performs duties consistent with school, community goals, and administrative regulations & procedures • Effectively uses emerging technologies to enhance professional productivity & support instruction • Demonstrates professional interpersonal and communication skills with parents, students, peers, and others	

2. KNOWLEDGE OF GUIDELINES TO DETERMINE SERVICES	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Demonstrates a thorough knowledge of the most current *Kentucky Eligibility Guidelines – Revised for Students with Speech or Language Impairment (KEGS)* • Demonstrates a thorough knowledge of the most current district speech and language guidelines • Provides a systematic method consistent with state and district guidelines for ensuring that all Kentucky Administrative Regulations have been met • Is critical and thorough in selecting appropriate and accurate assessments • Organizes and presents functional and formal assessment information for documenting adverse effect of a communication disability on educational performance • Is able to make appropriate recommendations based on data collected • Completes evaluations and reevaluations within timelines mandated by federal, state and district guidelines	

3. DESIGNS, PLANS, & DELIVERS INSTRUCTION	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Participates in Student Intervention Team (SIT) and Admission and Release Committee (ARC) meetings • Develops IEP's which represent a prioritized set of communication skills and objectives, services, supports and extensions (accommodations and specially designed instruction) that learners with diverse needs require in order to successfully participate in the general education setting • Utilizes KDE documents (Program of Studies; Core Content for Assessment, Transformations, TASKS, etc.) and school curricula to develop and implement IEP's which include instructional alignment of goals and objectives • Develops IEP's that incorporate strategies that address physical, social, and cultural similarities and differences • Collaborates with school and district staff to assure instructional alignment of IEP goals and objectives with academic expectations, content standards, and school curricula • Develops and delivers goals and objectives that support and facilitate long term retention, transfer of skills, thinking processes, and content • Develops and delivers goals and objectives that are developmentally appropriate and employ a variety of best practice instructional strategies that address learning styles, critical thinking, multiple intelligences and active learning • Includes creative and appropriate integration of technologies to improve student learning and adheres to technology standards • Secures and uses a variety of appropriate school and community resources to support learning • Assesses programs and curriculum; proposes appropriate recommendations and makes needed adjustments based on student progress • Connects therapy services to real-world applications and other content areas • Adheres to SBDM, district, state and federal policies in implementing programs and initiatives	

4. IMPLEMENTATION & MANAGEMENT OF INSTRUCTION	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Connects learning with student's prior knowledge, experiences, backgrounds, and aspirations for future roles (e.g., anticipatory set) • Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned • Provides guided and independent practice for the skills, concepts, and processes to be learned • Differentiates instruction to address the strengths and needs of each student & provides students with multiple experiences and opportunities to achieve mastery • Actively engages students in individual and cooperative learning experiences • Uses appropriate questioning strategies to help students solve problems and think critically & reflectively • Makes efficient use of time on task • Makes appropriate changes to instruction based upon feedback, reflection, and assessment data • Works appropriately & collaboratively with other staff (e.g., regular ed teachers, special ed teachers, ELL, gifted, & Title I & support personnel) • Consistently monitors IEP goals and objectives and documents progress	

5. ASSESSMENT & COMMUNICATION OF LEARNING RESULTS	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	**ANNOTATIONS**
• Assesses student performance using the established criteria • Continuously monitors and assesses skills, concepts, and content knowledge through pre and post testing, criterion reference assessments, and appropriate instruments • Consistently monitors and documents progress on IEP goals and objectives and informs staff, parents and students of progress • Makes adjustments to instruction and provides interventions based on student assessment data • Provides opportunities for students to assess and improve their performance based on prior assessment results • Collects and analyzes assessment data, maintains up-to-date records of student progress using appropriate technologies, and adjusts instruction accordingly • Communicates expectations, student progress, and assessment data to parents and students in a specific and timely manner	

6. ESTABLISHMENT OF AN EFFECTIVE LEARNING CLIMATE	_____ MET _____ NEEDS IMPROVEMENT _____ NOT MET
CRITERIA	ANNOTATIONS
• Uses knowledge of child development to understand and address unique needs when developing and implementing IEP's • Communicates high expectations for all students • Challenges and communicates with students in a sensitive, supportive and respectful manner • Provides students with constructive feedback • Shows flexibility and creativity in the development of classroom processes and instructional procedures • Encourages and supports individual and group inquiry • Takes responsibility for classroom management and most discipline issues • Uses a variety of techniques that foster individual responsibility and cooperation • Provides opportunities that promote the development of life skills and work ethic values	

BOONE COUNTY SCHOOLS

SPEECH PATHOLOGIST PERFORMANCE APPRAISAL INSTRUMENT
SUMMARY REPORT for FORMATIVE EVALUATION

Speech Pathologist observed:	Date:
Evaluator:	Class:
Cycle – From (date)	To (date)

STANDARDS	MET	NEEDS IMPROVEMENT	NOT MET
Professional Leadership and Growth			
Knowledge of Guidelines to Determine Services			
Designs, Plans and Delivers Instruction			
Implementation and Management of Instruction			
Assessment and Communication of Learning Results			
Establishment of an Effective Learning Climate			

Corrective Action Plan developed? YES _____ NO _____

Additional pages attached? YES _____ NO _____

SPEECH PATHOLOGIST COMMENTS:

EVALUATOR COMMENTS:

Speech Pathologist Signature_____ Date _____

Evaluator Signature _____ Date _____

Evaluator & Speech Pathologist keep a copy. Original to Human Resources with Summative Summary Form

BOONE COUNTY SCHOOLS

SPEECH PATHOLOGIST PERFORMANCE APPRAISAL INSTRUMENT
SUMMARY REPORT for SUMMATIVE EVALUATION

Speech Pathologist observed:	Dates observed during the cycle:
Evaluator:	
Cycle - From (date)	To (date)

SUMMARY OF FORMATIVES CONDUCTED IN THIS CYCLE:

STANDARDS	MET	NEEDS IMPROVEMENT	NOT MET
Professional Leadership and Growth			
Knowledge of Guidelines to Determine Services			
Designs, Plans and Delivers Instruction			
Implementation and Management of Instruction			
Assessment and Communication of Learning Results			
Establishment of an Effective Learning Climate			

Corrective Action Plan developed? YES _____ NO _____

Additional pages attached? YES _____ NO _____

EVALUATOR COMMENTS:

SPEECH PATHOLOGIST COMMENTS:

Speech Pathologist Signature_____ Date _____

Evaluator Signature _____Date _____

RECOMMENDED FOR EMPLOYMENT FOR 20___ - 20____ YES _____ NO _____

Evaluator & speech pathologist each keep a copy. Original goes to Human Resources.

PROFESSIONAL GROWTH PLAN

TEACHERS, LIBRARY MEDIA SPECIALISTS, COUNSELORS, SCHOOL PSYCHOLOGISTS, DIAGNOSTICIANS, CONSULTANTS, & COORDINATORS, and SPEECH PATHOLOGISTS

NAME _____SCHOOL_____

CYCLE: From _____, 20 _____ to _____, 20 _____

Standards to be addressed (circle no more than 2) 1 2 3 4 5 6
Specific performance criteria to be addressed:
Activities planned to address specified criteria:
Support from evaluator and others:

Evidence of practice will be reviewed at each formative & summative conference and through ongoing observation.

_____ _____

Signature of Evaluator **Date**

_____ _____

Signature of Evaluatee **Date**

PGP reviewed on the following dates:

_____ _____ _____ _____

Date & initial Date & initial Date & initial Date & initial

PROFESSIONAL GROWTH PLAN

District Office Administrators, District Office Supervisory Personnel, & School Level Administrators

---

Name of Evaluatee: _____

1. EFFECTIVE ORGANIZATIONAL LEADERSHIP

INDICATORS OF PERFORMANCE:	ACTIVITIES Select at least two (2):
• Adheres to professional code of ethics • Creates and maintains an open, trusting, and safe environment • Demonstrates punctuality • Adheres to attendance policies and procedures • Demonstrates communication skills that are clear, direct, and responsive • Demonstrates effective decision-making skills • Uses a variety of techniques in problem solving • Manages conflict situations • Develops, implements, monitors, and evaluates the effectiveness of change processes • Plans and facilitates meetings for optimum use of time and resources • Plans for, models, and encourages collaboration and shared decision-making • Uses principles of effective delegation of authority • Applies strategic planning techniques that include assessed needs, plan of action, budget, monitoring, evaluation, and follow-up	The School Level Administrator, through the process of needs analysis, has determined the following activities as primary goals:

2. EFFECTIVE INSTRUCTIONAL LEADERSHIP

INDICATORS OF PERFORMANCE:	ACTIVITIES Select at least two (2):
• Communicates and implements shared district-wide vision and mission statements • Builds and maintains a district-wide climate for learning • Articulates high expectations for student achievement • Leads the development, implementation, and evaluation of curriculum • Leads the development, implementation, and evaluation of research-based instructional programs and strategies • Acquires, allocates, and manages resources to effectively and accountably ensure successful student learning • Facilitates the development of programs and services that promote and recognize individual differences • Applies current principles, practices, theory, and research to promote academic achievement • Uses a variety of strategies to accurately assess student performance	The School Level Administrator, through the process of needs analysis, has determined the following activities as primary goals:

3. EFFECTIVE ADMINISTRATION AND MANAGEMENT

INDICATORS OF PERFORMANCE:	ACTIVITIES Select at least two (2):
• Utilizes performance standards to implement personnel recruitment, selection, supervision, evaluation, and management within the scope of his/her responsibility • Facilitates and nurtures professional growth and development of staff • Applies local, state, and federal statutes, regulations, policies, and procedures to school district business management decisions within the scope of his/her responsibility • Maintains a fiscal accountability system by developing, monitoring, and evaluating a financial plan based on program/service priorities and financial capabilities within the scope of his/her responsibilities • Applies current knowledge of auxiliary programs (such as transportation, food services, pupil services, and maintenance) within the scope of his/her responsibilities • Uses information systems and technological applications to enhance administration of business, instruction, and support systems • Utilizes a system for inventory, evaluation, and maintenance of facilities, equipment and other resources within the scope of his/her responsibilities	The School Level Administrator, through the process of needs analysis, has determined the following activities as primary goals:

4. EFFECTIVE RELATIONSHIPS WITH THE COMMUNITY

INDICATORS OF PERFORMANCE:	ACTIVITIES Select at least two (2):
• Identifies and communicates with multiple constituencies of the school and community through a variety of means • Assesses the needs of parents and community and involves them in decision-making • Promotes partnerships among staff, parents, business and the community • Encourages the use of community resources to support programs and services	The School Level Administrator, through the process of needs analysis, has determined the following activities as primary goals:

5. PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY

INDICATORS OF PERFORMANCE:	ACTIVITIES Select one:
• Strives to ensure equity among programs and learning opportunities for staff, students, and parents • Demonstrates appreciation for and sensitivity to the diversity among individuals	The School Level Administrator, through the process of needs analysis, has determined the following activities as primary goals:

6. CAREER-RELATED PROFESSIONAL GROWTH

INDICATORS OF PERFORMANCE:	ACTIVITIES Select one:
• Attends workshops, institutes, courses, and/or conferences relevant to continuing professional development • Demonstrates knowledge of current professional literature and materials • Participates as an active member of a professional organization	The School Level Administrator, through the process of needs analysis, has determined the following activities as primary goals:

CERTIFIED EMPLOYEE APPEAL FORM

(To be submitted within ten (10) working days after receipt of the summative evaluation)

Certified Employee Name: _____

Address: _____

Title: _____

Location: _____

Please answer the following questions & attach to this appeal form:

I. **In your opinion what evaluation procedures have not been followed thus rendering your summative evaluation unfair?**

II. **Attach a copy of your summative evaluation and additional pages to this form. Your signature grants permission for your evaluation to be presented to and reviewed by the Appeals Panel.**

_____ _____
Certified Employee's Signature **Date**

III. **Decision of the Appeals Panel. Attach additional pages if necessary.**
(A recommendation must be submitted to the Superintendent within fifteen (15) working days from the date the appeal was filed.)

_____ _____
Appeals Panel Member Signature **Date**

_____ _____
Appeals Panel Member Signature **Date**

_____ _____
Appeals Panel Member Signature **Date**

PROCEDURAL GUIDELINES FOR LEA APPEALS PANEL HEARING

The purposes of this hearing are to determine if the evaluation plan process and guidelines have been followed and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

- Both the evaluatee and evaluator shall submit three (3) copies of the documentation to be reviewed by the appeals panel in the presence of all three members. The members of the appeals panel will be the only persons to review the documentation. All documentation will be locked in a secure place in the district office except during appeals panel meetings. Confidentiality will be maintained. Copies of the documentation will be available to both parties at the hearing.

- The panel will meet, review and discuss all documents, and prepare questions to be asked of each party by the chair. The time and place of the hearing will be determined. Panel members may ask additional questions during the hearing.

- The hearing will be held at a time and place set by the panel. The evaluated and evaluator will be notified of said time and invited to appear before the panel, respond to the appeal and to answer questions from the panel.

- Both the evaluator and the evaluatee may be represented by legal counsel, KEA, and/or BCEA who may speak for the individual they represent during the hearing.

- The hearing will be audio taped and a copy provided to both parties if requested in writing.

- Witnesses may be invited to provide information one at a time, but will not be permitted to observe the proceedings.

- The following procedures will be followed during the hearing:

    - Chairperson will convene hearing, cover procedures which have been agreed upon by the appeals panel and the BCEA president, and clarify the responsibility of the panel.
    - Each party will be allowed to make a statement of claim. The evaluated will begin.
    - The panel may question the evaluated and evaluator.
    - Each party will be asked to make closing remarks.
    - The chairperson of the panel will make closing remarks.