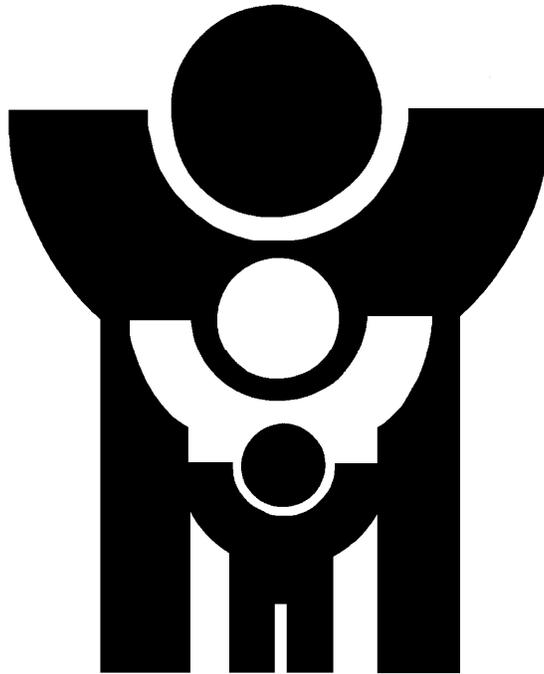


Boyle County Schools



EVALUATION PLAN

REVISED JUNE 2007

Mission: Boyle County Schools, in partnership with the community, will educate all students to be responsible, life-long learners.

TABLE OF CONTENTS

Boyle County Evaluation Plan Review Committee	Page 3
Roles in Evaluation Process.....	Page 4
Evaluation Cycle Timeline	Page 6
The Evaluation Process.....	Page 7
Summative Evaluation	Page 10
Right to Appeal	Page 11
Appeals Process	Page 12
Evaluation Folder	Page 15
Alternative Evaluation Model	Page 17
Appendices.....	Page 19
Evaluation Standard & Performance Criteria for Teachers.....	Page 20
Evaluation Standards & Performance for Education Administrators	Page 26
Code of Ethics	Page 32
Boyle County Public School Evaluation Plan Forms	Page 33
Appeals Panel Rotation	Page 118

***BOYLE COUNTY EVALUATION PLAN REVIEW
COMMITTEE***

Certified

**Bernice Bates
Kristen Harris
Judy Mountyjoy
Sandra Oaks
Christie Sharp
Mary Shelby
Heather Oaks Wheeler
Angie Wilson**

Administrators

**Jennifer Brogle
Steve Burkich
Sharon Jackman
Mike LaFavers
Betty Montgomery
Jane Paynter
Phyllis Pelly
Patricia Putty**

This evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

The Boyle County Contact Person for Certified Evaluation is the Superintendent or designee.

This plan was updated by the above plan review committee and approved by the Boyle County Board of Education on _____.
(date)

Superintendent

Board Chairperson

ROLES IN EVALUATION PROCESS

704 KAR 3:345; Section 4; (2) (a)

The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

DEFINITION OF ROLES/RESPONSIBILITIES

EVALUATOR

The one who is directly responsible for the supervision of the evaluatee and makes the assessments of his or her performance

CONTRIBUTOR

One who holds a position in relation to the evaluatee that makes it possible to provide consultation and assistance to the evaluatee and/or the evaluator.

ASSISTANT PRINCIPAL/ PROGRAM DIRECTOR

At the direction of the principal, works with evaluatees in various phases of the evaluation process. May be assigned the role of evaluator only if he or she serves as the immediate supervisor of the evaluatee as assigned by the principal.

PROGRAM COORDINATORS

Serve in a resource capacity to facilitate the carrying out of the evaluation process, and as coordinators of the Personnel Performance Evaluation Process at the schools for which they have supervisory responsibility, performing such services as: (a) Providing in-service assistance to those involved in the process.

(b) Giving advice and assistance in the formulation of prescriptions/objectives/actions (upon request of evaluatee and/or evaluator).

(c) When requested by evaluatee and/or evaluator, may observe the evaluatee and make suggestions to improve performance.

(d) Respond to requests by evaluatee and/or evaluator to diagnose difficulties being encountered in the attainment of objectives and action plans and make suggestions to overcome the problems.

(e) Conduct planning and training activities for individuals he/she supervises.

(f) Monitor the evaluation process in each building.

PRINCIPAL

Serves in the capacity of evaluator:

- (a) Reviews evaluatee's Professional Growth Plan.
- (b) Observes evaluatee and makes suggestions; confers with contributors; confers with evaluatee as circumstances require.
- (c) Assesses performance of evaluatee.
- (d) Conducts culminating conference with evaluatee.

SUPERINTENDENT

Serves in the capacity of evaluator of the Principals and other administrators as needed, and monitors the overall progress of the Evaluation Process.

BOARD OF EDUCATION

- (a) Oversees the development of and approves the district evaluation system and related policies.
- (b) Evaluates the superintendent.

NOTE: Evaluators are asked, from time to time, for their appraisal of a current or former employee's performance; i.e., recommendations. They are to respond only if they did have, or currently do have, responsibility for the employee's evaluation. If not, they are to refer the request to the appropriate evaluator or to the Central Office for verification of employment.

EVALUATION PLAN REVIEW COMMITTEE ROLE

704 KAR 3:345 (revised) requires a committee composed of equal numbers of administrators and teachers to develop evaluation procedures and forms. The purposes of Boyle County's Evaluation Plan Review Committee shall be: (1) to review the certified employee evaluation plan (and subsequent amendments) adopted Fall, 1999, by the Board of Education; and (2) recommend improvements/changes.

The Evaluation Plan Review Committee shall consist of a teacher and an administrator representing each school. Each school will be responsible for the selection of its teacher and administrator representative.

The committee is advisory only: It neither complements nor supplements that which is required of the Board in section 8, 704 KAR 3:345, revised.

**EVALUATION CYCLE TIMELINE
FOR
MANAGEMENT OF PROFESSIONAL GROWTH PLAN AND DATA COLLECTION**

STEP	TIMELINE
1. Build Individual Professional Growth Plan - all certified employees	<ul style="list-style-type: none"> • As early as MAY 1 of the current school year, & • No later than OCTOBER 1 of the ensuing school year
2. Review Evaluation Plan, including Standards and Performance Criteria and individual school's Indicators for criteria	<ul style="list-style-type: none"> • No later than the END OF 1ST MONTH of employees (teachers and administrators) reporting for employment
2a. Give out applications for local evaluation appeals panel	<ul style="list-style-type: none"> • Before SEPTEMBER 1
3. As soon as Individual Professional Growth Plan (or Individual Corrective Action Plan, if needed) is signed.	<ul style="list-style-type: none"> • Implement Action Plans
4. Observations and conferences for data collection regarding performance of employee: 4A. Classroom Teachers: Non-Tenured Teacher Interns 4B. Classroom Teachers: Non-Tenured 4C. Classroom Teachers: Tenured 4D. Other certified staff (school & district: Non-teaching employees; Administrators) 4A/B/C/D. Classroom Teachers, other certified staff; Non-teaching employees; Administrators	<p>Conferences are to follow classroom observations by no more than five (5) work days.</p> <p>4A. Three observations and post-observation conferences per school year, following KTIP requirements: First by <u>NOVEMBER 15</u> Second by <u>FEBRUARY 15</u> Third by <u>APRIL 10</u></p> <p>4B. Two observations and conferences per school year: First-before scheduled <u>WINTER VACATION</u> Second-no later than <u>APRIL 10</u></p> <p>4C. One observation/conference per school year no later than <u>APRIL 10</u>. During the third year of the evaluation cycle, a formal observation and the summative evaluation conference will take place during the spring semester of that year. It is due to Central Office by Apr. 30.</p> <p>4D. Conference AT LEAST ONCE EACH SEMESTER for an update regarding Performance Criteria and progress of Growth/Action Plans.</p> <p>4A/B/C/D. * At any time, memos regarding outstanding performance may be written; * At any time, conferences may be conducted and Individual Corrective Action Plans and/or memos written to note areas of concern. These memos become part of the evaluation folder</p>
5. Continuous Observations/Conferences/ Corrective Action Plans	5. At any time; prior notice is not required
6A. Assess results, review/revise if needed, the current year's Professional Growth Plan 6B. Evaluator recommendation for non-renewal of contract	6A. No later than the LAST DAY OF THE SCHOOL YEAR. 6B. In writing to the Superintendent no later than APRIL 15.

THE EVALUATION PROCESS - HOW IT WORKS

EMPLOYEE ORIENTATION TO EVALUATION PLAN

Annually, evaluators are to familiarize certified personnel whom they will be evaluating with the district's evaluation system within one month of reporting for employment. This includes providing a copy of the handbook to all employees in the fall of 1998. Thereafter, the annual review will include providing a copy of the handbook to all new employees and to any returning employee who requests one. The contents of the evaluation plan handbook must be reviewed with each employee prior to any observation/evaluation. All certified personnel must have immediate notice of any changes made, and appropriately approved, to the evaluation process.

The annual review shall be an explanation of the contents of the evaluation plan handbook, including the Evaluation Standards and Performance Criteria for Teachers/Administrators. **Each building principal is responsible annually for developing and explaining to building personnel the Indicators (or "Look-Fors") for Performance Criteria that are building-specific, based on the school's consolidated plan goals, professional development training the staff has taken, or other factors.** The building principal is responsible for providing, upon employee request, a copy of any additional job description which is not included in the Appendix of the Evaluation Plan Handbook.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA

The list of Evaluation Standards and Performance Criteria for Teachers/Administrators' shall be considered the standard the evaluatee is expected to meet. It is important that these criteria (and other performance expectations covered by the criteria, such as descriptions, applicable local Board policies, and the Kentucky School Personnel Code of Ethics) be understood by all parties.

INDIVIDUAL PROFESSIONAL GROWTH PLAN

The Professional Growth Plan is an individualized plan that includes goals for enrichment and development that are established by the person being evaluated with the assistance of the evaluator. It includes action plans to achieve the goals/objectives and a method of evaluating success.

An employee's Individual Professional Growth Plan (IPGP) must be aligned with the specific goals, objectives, and action plans of the school's Consolidated Plan (CP) and Professional Development plan, and the Evaluation Standards and Performance Criteria of the district evaluation system.

The Professional Growth Plan can be built as early as May 1 of the current year for continuing employees. The advantage of including the IPGP in the spring for the next school year is that professional development activities tied to growth objectives may be available for the certified employee during the summer before the next school year. The IPGP must be completed with employees new to a building (newly hired or transferred employees) no later than October 1 of the new school year.

Implementation of the Professional Growth Plan is to begin as soon as the plan is completed and signed by both the evaluator and evaluatee. Signatures indicate knowledge of expectations.

The IPGP must be reviewed annually by the evaluator and evaluatee. This should occur no later than the end of the school year for teachers and non-teaching certified school personnel. Some Growth Objectives may be long-range or ongoing and may be continued with little or no revision during the evaluation cycle (tenured teachers) or during the period of a multi-year CP. When new growth objectives for an IPGP are appropriate, they may be developed during the end-of-year conference for the succeeding school year.

FORMATIVE EVALUATION

Formative evaluation, by definition in 704 KAR 3:345, is a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance. All monitoring or observation of performance shall be conducted openly and with full knowledge of the employee.

For tenured teachers in the formative evaluation cycle, observations/conferences will be done once each year. Conferences are to follow classroom observations by no more than five (5) work days. If an area of concern is found, the teacher may be placed in the Summative evaluation process, and shall receive written notification.

Tenured teachers are in Summative evaluation every three (3) years. During the third year of the evaluation cycle, the formal observation and conference will take place. In the spring of the Summative year, a Summative conference must be held (see below - Summative Evaluation).

For non-tenured teachers in the formative phase of the annual evaluation cycle, formative observations/conferences will be done twice a year (three times for teacher interns following KTIP requirements). Non-tenured teachers must be observed no later than November 15 in the fall semester and no later than April 10 in the spring semester. For all employees, tenured and non-tenured, the formal observations will be scheduled. Other observations may be unscheduled. A formative evaluation shall include a conference between the evaluator and the person evaluated within one (1) work week following each observation. The summative evaluation conference shall be held at the end of the evaluation cycle and include all evaluation data.

Informal observations (drop-in visits of less than a full observation) may be made at any time by the evaluator. An employee who is experiencing problems in any area of expectation may have as many observations, conferences, and/or corrective action plans or memos as are necessary to document the situation - including assistance offered (see below).

If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialist shall be provided. The selection of the third part observer shall be determined through mutual agreement by the evaluator and the evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five (5) working days of the teacher's written request, the evaluator shall select the third party observer

During the formative evaluation cycle, data is collected to the ten (10) Teacher Standards six (6) Administrator Standards). After a classroom observation is made, the observer will analyze data

taken during the observation, using the Teacher Standards & Performance Criteria as a frame of reference.

In identifying areas (strengths, enrichment, and/or improvement) to be recognized on the Post-Observation Conference Formative Report Form, there is no set number. Sometimes more areas will be identified than actually will be targeted. The evaluator will decide the most important priorities and key the emphasis upon them. The priorities could be areas of strength, enrichment, and/or improvement. Areas for improvement should be limited to one per observation.

If an area of improvement from the classroom observation is noted on the Formative Report Form, the item must have a corresponding prescription, or action plan, to remediate or assist. This may be specifically noted and written on the Formative Report Form in the Data Collection space, or an Individual Corrective Action Plan (**ICAP**) may be established.

The ICAP may be written to any of the eight Teacher Standards (or six Administrator Standards) needing correction/attention. For areas needing improvement in Teacher Standards 1-5, either the Formative Report Form or ICAP is used. In Teacher Standards 6, 7 or 8, the Corrective Action Plan is used.

During the conference, once an area of improvement, with corresponding procedures, has been noted on either a Formative Report Form or an ICAP, its implementation begins immediately. The primary responsibility for initiating activities and procedures in either an ICAP or Formative Report Form, is with the evaluatee, except as written otherwise and agreed upon during conferencing.

To make the evaluation process successful, a high level of commitment is needed by both the evaluatee and evaluator. The evaluatee is expected to proceed with the action plan in a self-directed way, and the evaluator is expected to provide assistance and regular monitoring of progress. If satisfactory progress is being achieved, few modifications, if any, will be called for. In this case, continue with the implementation process. For those evaluatees experiencing problems, it is important for additional time and support to be given by both evaluatee and evaluator to intensify efforts toward attainment of objectives/goals. Contacts other than the first and subsequent formative observations/conferences shall be documented by the evaluator and a copy given to the evaluatee. It is recommended that short, information conferences be held following these contacts. Lines of communication between evaluator(s) and evaluatee must be kept open in all phases of the evaluation process. To this end, each certified person new to the district shall receive training in the use of effective teaching strategies and a common terminology for teaching behaviors, using a variety of research-based models.

The evaluators will be expected to make formal/informal observations, as appropriate, so that meaningful feedback can be given in a clinical way - emphasizing objectivity in data collection and collaboration in its interpretations. Administrators in Boyle County who will be primary evaluators, have been and are trained in the concepts and skills of clinical supervision and in a variety of observational processes. In addition, certified employees designated as evaluators complete training which allows their compliance with 704 KAR 3:345 (revised 2/7/97). Documentation of twelve (12) hours biannual evaluation training will be kept in the appropriate database at the Central Office.

SUMMATIVE EVALUATION

Summative evaluation means the summary of, and conclusions from, all evaluation data, including formative evaluation data. Summative evaluation occurs at the end of an evaluation cycle; annually for non-tenured certified teachers, annually for administrators, and every third year for tenured certified personnel. The Summative evaluation process includes a conference between the evaluator and the evaluated certified employee and a written evaluation report.

The evaluator will assess results, reviewing all data collected during the evaluation cycle under which the evaluatee falls. This is done so the evaluator can make a determination as to whether or not an evaluatee's work is satisfactory, and, if necessary, can be done at any time during the cycle, so long as previous steps in the cycle have been completed and documented.

In deciding whether or not an evaluatee's work is satisfactory, the evaluator shall identify the standards which are being met as determined by the Performance Criteria, and, where they are not being met, whether movement toward attainment is indicated by reviewing data from formative evaluation (i.e., evaluatee's progress, or lack of, toward accomplishment of improvement objectives established for the employee). In all cases where data support the evaluatee's accomplishment of that which was prescribed - even when accomplishment does not result in full attainment of the Standard - performance is to be termed satisfactory.

Non-attainment of a Standard does not necessarily indicate overall unsatisfactory performance. Failure - either through unwillingness or inability - to make satisfactory progress as previously documented by the evaluator on Formative Report Forms, Individual Corrective Action Plan, memos, or other forms of documentation, does indicate overall unsatisfactory performance. When this is the case, the evaluator must so indicate in the appropriate place on the Summative Conference Form and the Summative Evaluation Form. When a "Does not recommend for re-employment" is made, this must be communicated to the evaluatee during a conference in writing.

For those employees whose Summative evaluation will result in a termination of employment, the written recommendation for non-renewal of contract accompanied by supporting documentation, must be given to the Superintendent no later than April 15. (KRS 161.790).

ADMINISTRATORS WHO RECEIVE ANNUAL EVALUATIONS

Administrators who receive annual Summative evaluations according to 704 KAR 3:345 are Central Office certified staff, principals, assistant principals, and guidance counselors. These administrators must have an individual Professional Growth Plan and a Summative Evaluation each year, whether they are tenured or non-tenured.

The evaluation of counselors and assistant principals is conducted by the principal. Principal evaluations are conducted by the Superintendent.

The Superintendent is evaluated by the Board of Education. As part of the evaluation for the Superintendent, he/she will be expected to meet all the training assessment, and continuing education outlined in KRS 156.111. Other central office staff evaluations are conducted by the immediate supervisors as indicated by the organizational chart.

OPPORTUNITY FOR RESPONSE

Both parties in the Boyle County evaluation system have the opportunity to make written comments in spaces provided on Individual Corrective Action Plans and the Summative Evaluation form. Additional written responses may also be made and attached. Signatures on evaluation forms merely indicate that the evaluation process has been executed and do not necessarily indicate an agreement.

A copy of the evaluation shall be provided to the evaluatee. 704 KAR 3:345, Section 4(2)(e).

OFFICIAL FORMS

All evaluations of certified staff in the Boyle County School System will be recorded on official forms provided in this plan, and all summative evaluation forms (except the superintendent's) will be filed in the employee's personnel file at the Board office.

THE RIGHT TO APPEAL

The Boyle County Board of Education shall establish and maintain an evaluation appeals panel for certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation.

A table showing the rotation for election of members to the appeals panel is on page 118 of this plan.

APPEALS PROCESS

For appeals to the local evaluation appeals panel, all certified personnel shall have the:

1. **Right to a hearing as to every appeal; and**
2. **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; and**
3. **Right to presence of evaluatee's chosen representative.**

I. PROCEDURE FOR CERTIFIED PERSONNEL WISHING TO APPEAL AN EVALUATION

A. Summative

1. No more than ten (10) work days after receipt of the final evaluation forms Form D (teacher) Form E (Administrator), the certified employee must present a request, on the appropriate form, for a review of the evaluation to the Appeals Panel c/o the Superintendent. The request must:
 - a. Be attached to a copy of the final evaluation form. (Form F or G)
 - b. Include a written statement which details both the disagreement and the reason(s) for his/her disagreement (procedural and/or qualitative).
2. The Chair will convene the Appeals Panel and it will complete its review of the evaluation data no more than five (5) work days after receipt of the request for review. The panel may issue, to both appealee and evaluator, no more than two (2) work days after meeting to review the appeal, an invitation to meet with the panel (separately, not together). The purpose of this review will be to obtain additional information needed to prepare for a hearing.
 - a. All documentation obtained to this point is made available to both the evaluator and evaluatee, and both parties are notified of the hearing date by the Chair of the Appeals Panel.
 - b. This hearing is to take place no more than five (5) work days after receipt of the notification.

- c. Both the appellant and the evaluator are notified of the right to be accompanied by a chosen representative.
 - d. After reviewing all documents and interviewing both evaluator and appellant, the local appeals panel will reach its decision by consensus.
 - e. The panel shall issue its written opinion to the Superintendent, within three (3) work days. A copy of the results of the hearing shall be placed in the appellant's official file, attached to the Summative evaluation in question.
 - f. The entire process, from the time the appeal is filed until the panel issues its recommendation to the Superintendent, must be completed within fifteen (15) work days.
- 3. The superintendent must respond to the appellant no more than fourteen (14) calendar days after receipt of the written statement from the Appeals Panel's Chair. In cases involving dismissal, the Superintendent's decision, under law, is final for non-tenured appealees.
 - 4. Under the law, any certified employee has a right to appeal directly to the Kentucky Board of Education if the employee believes that the local school district failed to properly implement the approved evaluation system. The appeal shall not involve requests from individual certified school employees for review of the judgmental conclusions of their personnel evaluations.

II. THE SELECTION PROCEDURE FOR ELECTED MEMBERS OF THE LOCAL CERTIFIED EVALUATION APPEALS PANEL

- A. Before September 1, yearly, all certified employees shall be given an application to serve as a member of the Certified Employee Appeal Panels, if elected.
- B. Employees interested in serving, if elected, are to return their completed application to the Central Office within one week of receipt.
- C. By September 15, the Central Office will prepare and distribute to all certified employees a ballot listing alphabetically all applicants, along with their position title and work location.
- D. Completed ballots are to be returned to the Central Office by the next school day.
- E. Central Office personnel will tabulate ballots and the applicant receiving the greatest number of votes shall be elected for a two-year term. The applicant receiving the second greatest number of votes shall be elected to a one-year term. Each subsequent year thereafter will be an election of one person for a two-year term.

- F. Every two years the superintendent will present to the Board, one certified member and one alternate to serve a two (2) year term.
- G. The name of the elected and/or appointed applicants shall be presented to the Board at its next meeting so that the Board may appoint them to serve a two year term. The next highest vote-getter shall be designated an alternate member by the Board.

Once elected and appointed to the Local Evaluation Appeals Panel, a certified employee shall not serve a subsequent term, which is successive.

EVALUATION FOLDER

The evaluatee and evaluator shall each set up a school evaluation folder which will hold the following:

- Professional Growth Plan(s) (As described in 704 KAR 3:345, Section 1, Paragraph 11, (a, b and c).
- Post-Observation Conference Formative Report Forms, as required
- Individual Corrective Action Plan(s), as needed
- Evaluatee or evaluator notes that may have a bearing upon the evaluation process
- Summative Conference Form, as required
- Summative Evaluation for Teachers/Administrators Form

The above items will constitute the basic information which will be used to complete the Summative Evaluation Report. The school evaluation folder will assist in keeping all evaluative information or data in good order.

At the end of the evaluatee's evaluation cycle, as required, evaluators will cause to be placed in evaluatee's folders at the Central Office, the originals of the Summative Evaluation Form.. This form is to be considered the official copy of the evaluatee's performance report. (All KTIP and KPIP data is to be returned to the KTIP and KPIP District Coordinator(s), where it will become part of the evaluatee's folder at Central Office.)

Notes:

- (1) For areas of strength, enrichment, and/or improvement, specific Standards and Criteria will be noted in the Formative Report form; either in narrative or by listing number and letter.
- (2) Prescription - Action plan, procedures, or activities for any area of improvement shall be written on the applicable form or attached to it.
- (3) **No** item regarding growth, poor or unacceptable performance, may be listed on either Formative or Summative Form(s) **unless it is written and a copy given to the evaluatee.**
- (4) The evaluator's notes, at his/her option, may be attached to Formative Forms. Where they are, they become part of the **official record** and **must** be legible to **both** evaluator and evaluatee.
- (5) Records retention of the school (principal's working) evaluation folder should be as follows:

- (a) Seven years, including four years of annual evaluation data for non-tenured employees, and three years data from the evaluation cycle after employee has gone on tenure;
- (b) Thereafter six years, which includes data from two evaluation cycles for tenured certified employees.

III. CONFIDENTIALITY OF RECORDS

The personnel evaluation records, specifically the personnel evaluation folder and its contents, will be treated with the same confidentiality as other personnel records.

The records will be accessible only to the evaluatee and administrators who supervise, or share the supervision of, the evaluatee. Generally, this will include the Principal and Assistant Principal in evaluatee's building, the Superintendent, and Program Coordinators.

Records may be subpoenaed in cases where litigation occurs. The records will be kept in the office of the Superintendent. Supportive data to the evaluation, which may be housed in the employee's school folder and which has already been copied for the evaluator and evaluatee, may be subpoenaed in cases where litigation occurs.

Each evaluator is responsible for maintaining complete and timely records for all individuals under his/her supervision.

ALTERNATIVE EVALUATION MODEL (OPTIONAL)

An alternative evaluation model has been developed based on the understanding that tenured teachers need to be encouraged to take more of a leadership role in their professional growth. Such a model is being piloted during the 1999-2000 school year, which will enable a group of tenured teachers to form a collaborative peer review team. The team, consisting of three or four teachers, will function as a study group during the early-release sessions provided by the district for professional development, and will systematically evaluate the instructional practices of each member guided by the timelines laid out in the Boyle County Certified Evaluation Plan. In essence, the members of the team will serve as enhanced *contributors* as defined by the plan.

Training will be conducted prior to the first early-release session on how to use the various forms found in the Boyle County Certified Evaluation Plan, how to give constructive feedback, and how to promote professional growth. A mid-year checkpoint session and an end-of-year session will be held for all teams district-wide. In addition to professional development support, the district will provide substitute teachers for classroom observations.

Individual Growth Plans of each member will be monitored by the group, but the group may also focus on an area of instructional practice common to all members. In subsequent years, as Individual Professional Growth Plans are written, members will work collaboratively to develop the plans.

Utilizing the forms provided in the Boyle County Certified Evaluation Plan, each member will have pre- and post conferences within the group and will be observed by at least one member in the interim. The evaluator (immediate supervisor) may participate in any of the conferences but must be present during the conferences in the third year of the cycle. In addition to formal classroom observations by group members, it is expected that the teachers will examine artifacts of student work from their classrooms and where/when appropriate engage in action research, develop portfolios, collaboratively design units and lessons, develop videotapes of model lessons, etc. It is the intent of the project that teachers engage in self-reflection that is verified and enhanced by input from their peers in order to grow and improve.

In addition to the observations done by the collaborating peers, the *evaluator* may conference and observe teachers at any time and may participate in study group activities.

If a teacher has a Corrective Action Plan, he/she may not participate in the pilot project. If the peer review team feels that a Corrective Action Plan is needed for one of its members, a representative from the group must immediately involve the *evaluator*. If the *evaluator* agrees that a Corrective Action Plan is needed, members of the team may continue to support and consult with the teacher but the *evaluator* will retain sole authority for evaluation and must become more actively involved in the process. In addition, the *evaluator* may initiate a Corrective Action Plan whenever he/she can document that one is warranted and thus remove a teacher from the project.

It is the intent of this pilot, that the collaborative peer review teams will remain together over a period of approximately three (3) school years. Because this is a pilot project, each team must submit an annual written report to the superintendent in the spring outlining the strengths and

weaknesses of the project and suggesting improvements to the process. These reports will then be reviewed by the Certified Evaluation Committee.

APPENDICES

Boyle County Public School Evaluation Standards & Performance Criteria for Teachers	Appendix A
Boyle County Public School Evaluation Standard & Performance Criteria for Administrators	Appendix B
Kentucky's School Personnel Code of Ethics	Appendix C

** All Boyle County Schools job descriptions are available through the district web page at www.boyle.k12.ky.us. Job Descriptions are located under Central Office.*

Evaluation Standards and Performance Criteria for Teachers

Standard 1: Demonstrates Professional Leadership

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

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

Standard 2: Demonstrates Knowledge of Content

The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

- 2.1 Communicates a breadth of content knowledge across the discipline(s) to be taught.
- 2.2 Communicates a current knowledge of discipline(s) to be taught.
- 2.3 Demonstrates a general knowledge that allows for integration of ideas and information across disciplines.
- 2.4 Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.
- 2.5 Connects content knowledge to real-world applications.
- 2.6 Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
- 2.7 Analyzes sources of factual information for accuracy.
- 2.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
- 2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

Standard 3: Designs/ Plans Instruction

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

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

Standard 4: Creates/Maintains Learning Climate

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- 4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities.
- 4.3 Shows consistent sensitivity to individuals and responds to student objectively.
- 4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures.
- 4.5 Locates and organizes materials and equipment to create an enriched multimedia environment.
- 4.6 Encourages and supports individual and group inquiry.
- 4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
- 4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies.
- 4.9 Works with colleagues to develop an effective learning climate within the school.

Standard 5: Implements/Manages Instruction

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 5.1 Communicates specific goals and high expectations for learning.
- 5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
- 5.3 Models/demonstrates the skills concepts, attributes, and/or thinking processes to be learned.
- 5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
- 5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.
- 5.6 Stimulates students to reflect on their own ideas and those of others.
- 5.7 Uses appropriate questioning strategies to help students solve problems and think critically.
- 5.8 Manages student examination of social issues relative to course content, possible responses, and associated consequences.
- 5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
- 5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines.
- 5.11 Makes effective use of media and technologies.
- 5.12 Makes efficient use of physical and human resources and time.
- 5.13 Provides opportunities for students to use and practice what is learned.
- 5.14 Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.

Standard 6: Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 6.1 Selects and uses appropriate assessments.
- 6.2 Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
- 6.3 Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.
- 6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results.
- 6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
- 6.6 Communicates expectations, criteria for assessment student progress, and student strengths and weaknesses to parents and students.

Standard 7: Reflects/Evaluates Teaching/Learning

The teacher reflects on and evaluates teaching/learning.

- 7.1 Assesses and analyzes the effectiveness of instruction.
- 7.2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
- 7.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

Standard 8: Collaborates with Colleagues/parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

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

Standard 9: Engages in Professional Development

The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

- 9.1 Establishes priorities for professional growth.
- 9.2 Analyzes student performance to help identify professional development needs.
- 9.3 Solicits input from others in the creation of individual professional development plans.
- 9.4 Applies to instruction the knowledge, skills, and processes acquired through professional development.
- 9.5 Modifies own professional development plan to improve instructional performance and to promote student learning.

Standard 10: Demonstrates Implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

- 10.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional and support instruction.
- 10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 10.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10 Practices equitable and legal use of computers and technology in professional activities.
- 10.11 Facilitates the lifelong learning of self and others through the use of technology.
- 10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 10.13 Applies research-based instructional practices that use computers and other technology.

10.14 Uses computers and other technology for individual, small group, and large group learning activities.

10.15 Uses technology to support multiple assessments of student learning.

10.16 Instructs and supervises students in the ethical and legal use of technology.

Evaluation Standards and Performance Criteria for Education Administrators

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a **vision of learning** that is **shared** and **supported** by the school **community**.

The administrator has knowledge and understanding of the following:

- 1.1 Learning goals in a pluralistic society
- 1.2 The principles of developing and implementing strategic plans
- 1.3 Systems theory
- 1.4 Information sources, data collection, and data analysis strategies
- 1.5 Effective communication
- 1.6 Effective consensus-building and negotiation skills

The administrator believes in, values and is committed to:

- 1.7 The educability of all
- 1.8 A school vision of high standards of learning
- 1.9 Continuous school improvement
- 1.10 The inclusion of all members of the school community
- 1.11 Ensuring that students have the knowledge, skills, and valued needed to become successful adults
- 1.12 A willingness to continuously examine one's own assumptions, beliefs, and practices
- 1.13 Doing the work required for high levels of personal and organization performance

The administrator facilitates processes and engages in activities ensuring that:

- 1.14 The vision and mission of the school are effectively communicated to staff, parents, students, and community members
- 1.15 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- 1.16 The core beliefs of the school vision are modeled for all stakeholders
- 1.17 The vision is developed with and among stakeholders
- 1.18 The contributions of school community members to the realization of the vision are recognized and celebrated
- 1.19 Progress toward the vision and mission is communicated to all stakeholders
- 1.20 The school community is involved in school improvement efforts
- 1.21 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- 1.22 Assessment data related to student learning are used to develop the school vision and goals
- 1.23 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals

- 1.24 Barriers to achieving the vision are identified, clarified, and addressed
- 1.25 Needed resources are sought and obtained to support the implementation of the school mission and goals
- 1.26 Existing resources are used in support of the school vision and goals
- 1.27 The vision, mission, and implementation plans are regularly monitored, evaluated, and revised

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a **school culture and instructional program** conducive to **student learning** and **staff professional growth**.

The administrator has knowledge and understanding of the following:

- 2.1 Student growth and development
- 2.2 Applies learning theories
- 2.3 Applied motivational theories
- 2.4 Curriculum design, implementation, evaluation, and refinement
- 2.5 Principles of effective instruction
- 2.6 Measurement, evaluation, and assessment strategies
- 2.7 Diversity and its meaning for educational programs
- 2.8 Adult learning and professional development models
- 2.9 The change process for systems, organizations, and individuals
- 2.10 The role of technology in promoting student learning and professional growth
- 2.11 School cultures.

The administrator believes in values, and is committed to:

- 2.12 Student learning as the fundamental purpose of schooling
- 2.13 The proposition that all students can learn
- 2.14 The variety of ways in which students can learn
- 2.15 Lifelong learning for self and others
- 2.16 Professional development as an integral part of school improvement
- 2.17 The benefits that diversity brings to the school community
- 2.18 A safe and supportive learning environment
- 2.19 Preparing students to be contributing members of society

The administrator facilitates processes and engages in activities ensuring that:

- 2.20 All individuals are treated with fairness, dignity, and respect
- 2.21 Professional development promotes a focus on student learning consistent with the school vision and goals
- 2.22 Students and staff feel valued and important
- 2.23 The responsibilities and contributions of each individual are acknowledged
- 2.24 Barriers to student learning are identified, clarified, and addressed
- 2.25 Diversity is considered in developing learning experiences
- 2.26 Lifelong learning is encouraged and modeled
- 2.27 There is a culture of high expectations for self, student, and staff performance
- 2.28 Technologies are used in teaching and learning

- 2.29 Student and staff accomplishments are recognized and celebrated
- 2.30 Multiple opportunities to learn are available to all students
- 2.31 The school is organized and aligned for success
- 2.32 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- 2.33 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- 2.34 The school culture and climate are assessed on a regular basis
- 2.35 A variety of sources of information is used to make decisions
- 2.36 Student learning is assessed using a variety of techniques
- 2.37 Multiple sources of information regarding performance are used by staff and students
- 2.38 A variety of supervisory and evaluation models is employed
- 2.39 Pupil personnel programs are developed to meet the needs of students and their families

Standard 3. A school administrator is an educational leader who promotes the success of all students by ensuring **management** of the organization, operations, and resources for a **safe, efficient, and effective learning environment**.

The administrator has knowledge and understanding of the following:

- 3.1 Theories and models of organizations and the principles of organizational development
- 3.2 Operational procedures at the school and district level
- 3.3 Principles and issues relating to school safety and security
- 3.4 Human resources management and development
- 3.5 Principles and issues relating to fiscal operations of school management
- 3.6 Principles and issues relating to school facilities and use of space
- 3.7 Legal issues impacting school operations
- 3.8 Current technologies that support management functions

The administrator believes in values, and is committed to:

- 3.9 Making management decisions to enhance learning and teaching
- 3.10 Taking risks to improve schools
- 3.11 Trusting people and their judgments
- 3.12 Accepting responsibility
- 3.13 High-quality standards, expectations, and performances
- 3.14 Involving stakeholders in management processes
- 3.15 A safe environment

The administrator facilitates processes and engages in activities ensuring that:

- 3.16 Knowledge of learning, teaching, and student development is used to inform management decisions
- 3.17 Operational procedures are designed and managed to maximize opportunities for successful learning
- 3.18 Emerging trends are recognized, studied, and applied as appropriate
- 3.19 Operational plans and procedures to achieve the vision and goals of the school are in place

- 3.20 Collective bargaining and other contractual agreements related to the school are effectively managed
- 3.21 The school plant, equipment, and support systems operate safely, efficiently, and effectively
- 3.22 Time is managed to maximize attainment of organizational goals
- 3.23 Potential problems and opportunities are identified
- 3.24 Problems are confronted and resolved in a timely manner
- 3.25 Financial, human, and material resources are aligned to the goals of schools
- 3.26 The school acts entrepreneurially to support continuous improvement
- 3.27 Organizational systems are regularly monitored and modified as needed
- 3.28 Stakeholders are involved in decisions affecting schools
- 3.29 Responsibility is shared to maximize ownership and accountability
- 3.30 Effective problem-framing and problem solving skills are used
- 3.31 Effective conflict resolution skills are used
- 3.32 Effective group-process and consensus-building skills are used
- 3.33 Effective communication skills are used
- 3.34 A safe, clean, and aesthetically pleasing school environment is created and maintained
- 3.35 Human resource functions support the attainment of school goals
- 3.36 Confidentiality and privacy of school records are maintained

Standard 4: A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members**, responding to diverse community interests and needs, and mobilizing community resources.

The administrator has knowledge and understanding of the following:

- 4.1 Emerging issues and trends that potentially impact the school community
- 4.2 The conditions and dynamics of the diverse school community
- 4.3 Community resources
- 4.4 Community relations and marketing strategies and processes
- 4.5 Successful models of school, family, business, community, government and higher education partnerships.

The administrator believes in values, and is committed to:

- 4.6 Schools operating as an integral part of the larger community
- 4.7 Collaboration and communication with families
- 4.8 Involvement of families and other stakeholders in school decision-making processes
- 4.9 The proposition that diversity enriches the school
- 4.10 Families as partners in the education of their children
- 4.11 The proposition that families have the best interests of their children in mind
- 4.12 Resources of the family and community needing to be brought to bear on the education of students
- 4.13 An informed public

The administrator facilitates processes and engages in activities ensuring that:

- 4.14 High visibility, active involvement, and communication with the larger community is a priority
- 4.15 Relationships with community leaders are identified and nurtured
- 4.16 Information about family and community concerns, expectations, and needs is used regularly
- 4.17 There is outreach to different business, religious, political, and service agencies and organizations
- 4.18 Credence is given to individuals and groups whose values and opinions may conflict
- 4.19 The school and community serve one another as resources
- 4.20 Available community resources are secured to help the school solve problems and achieve goals
- 4.21 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- 4.22 Community youth family services are integrated with school programs
- 4.23 Community stakeholders are treated equitably
- 4.24 Diversity is recognized and valued
- 4.25 Effective media relations are developed and maintained
- 4.26 A comprehensive program of community relations is established
- 4.27 Public resources and funds are used appropriately and wisely
- 4.28 Community collaboration is modeled for staff
- 4.29 Opportunities for staff to develop collaborative skills are provided

Standard 5: A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**

The administrator has knowledge and understanding of:

- 5.1 The purpose of education and the role of leadership in modern society
- 5.2 Various ethical frameworks and perspectives on ethics
- 5.3 The values of the diverse school community
- 5.4 Professional codes of ethics
- 5.5 The philosophy and history of education

The administrator believes in values, and is committed to:

- 5.6 The ideal of the common good
- 5.7 The principles in the Bill of Rights
- 5.8 The right of every student to a free, quality education
- 5.9 Bringing ethical principles to the decision-making process
- 5.10 Subordinating one's own interest to the good of the school community
- 5.11 Accepting the consequences for upholding ones' principles and actions
- 5.12 Using the influence of one's office constructively and productively in the service of all students and their families
- 5.13 Development of a caring school community

The administrator:

- 5.14 Examines personal and professional values

- 5.15 Demonstrates a personal and professional code of ethics
- 5.16 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- 5.17 Serves as a role model
- 5.18 Accepts responsibility for school operations
- 5.19 Considers the impact of one's administrative practices on others
- 5.20 Uses the influence of the office to enhance the educational program rather than for personal gain
- 5.21 Treats people fairly, equitably, and with dignity and respect
- 5.22 Protects the rights and confidentiality of students and staff
- 5.23 Demonstrates appreciation for and sensitivity to the diversity in the school community
- 5.24 Recognizes and respects the legitimate authority of others
- 5.25 Examines and considers the prevailing values of the diverse school community
- 5.26 Expects that others in the school community will demonstrate integrity and exercise ethical behavior
- 5.27 Opens the school to public scrutiny
- 5.28 Fulfills legal and contractual obligations
- 5.29 Applies laws and procedures fairly, wisely, and considerately

CODE OF ETHICS
704 KAR20:680

Section 1: Certified personnel in the Commonwealth:

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession

THE STUDENTS

-Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator.
 -Shall respect the constitutional rights of all students.
 -Shall not deliberately suppress or distort subject matter for which the educator bears responsibility.
 -Shall take reasonable measures to protect the health, safety, and emotional well-being of students.
 -Shall not use professional relationships or authority with students for personal advantage.
 -Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
 -Shall not knowingly make false or malicious statements about students or colleagues.
 -Shall refrain from subjecting students to embarrassment or disparagement.
 -Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats or physical harm; and sexual assault.

THE PARENTS

-Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student.
 -Shall endeavor to understand community cultures and diverse home environments of students.
 -Shall not knowingly distort or misrepresent facts concerning educational issues.
 -Shall distinguish between personal views and the views of the employing educational agency.
 -Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.
 -Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.
 -Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, nor offer any such to obtain special advantage.

EDUCATION PROFESSION

-Shall exemplify behaviors which maintain the dignity and integrity of the profession.
 -Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
 -Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.
 -Shall not use coercive means or give special treatment in order to influence professional decision.
 -Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualification.
 -Shall not knowingly falsify or misrepresent records of facts relating to his/her own qualifications or those of othe

BOYLE COUNTY PUBLIC SCHOOL EVALUATION PLAN FORMS

Individual Professional Growth Plan	Form A
Pre-Observation Form (Optional)	Form B
Post-Observation Conference Formative Report Form	Form B1
Individual Corrective Action Plan	Form C
Local Evaluation Appeals Form	Form C1
Application for Evaluation to Membership-Local Evaluation Appeals Panel	Form C2
Boyle County Public School Summative Conference Form for Teachers	Form D
Boyle County Public School Summative Conference Form for Special Education Teachers	Form D2
Boyle County Public School Summative Conference Form for Administrators	Form D3
Boyle County Public School Summative Conference Form for Media Specialist	Form D4
Boyle County Public School Summative Conference Form for Counselors	Form D5
Boyle County Public Schools Summative Conference form for New Counselors	Form D6
Boyle County Public School Summative Conference Form for School Psychologists	Form D7
Boyle County Public School Summative Conference Form for Gifted and Talented Coordinator	Form D8
Boyle County Public School Summative Conference Form for Federal Programs Coordinator	Form D9
Boyle County Public School Summative Conference Form for Instructional Supervisor	Form D10

Boyle County Public School Summative Conference Form for Director of Transportation	Form D11
Boyle County Public School Summative Conference Form for Preschool Coordinator	Form D12
Boyle County Public School Summative Conference Form for Extended School Services Coordinator	Form D13
Boyle County Public School Summative Conference Form for District Technology Coordinator	Form D14
Boyle County Public School Summative Conference Form for District Assessment Coordinator	Form D15
Boyle County Public School Summative Conference Form for Director of Special Education	Form D16
Boyle County Public School Summative Conference Form for Director of Pupil Personnel	Form D17
Boyle County Public School Summative Conference Form for Superintendent	Form D18
Boyle County Public School Summative Conference Form for Curriculum Coordinator	Form D19
Boyle County Public School Summative Evaluation for Teachers	Form E
Boyle County Public School Summative Evaluation Form For Special Education Teachers	Form E2
Boyle County Public School Summative Evaluation for Administrators	Form E3
Boyle County Public School Summative Evaluation Form For Media Specialist	Form E4
Boyle County Public School Summative Evaluation Form For Counselors	Form E5
Boyle County Public Schools Summative Evaluation Form For New Counselors	Form E6

Boyle County Public School Summative Evaluation Form For **School Psychologists**
Form E7

Boyle County Public School Summative Evaluation Form For **Gifted & Talented
Coordinator** Form E8

Boyle County Public School Summative Evaluation Form For **Federal Programs
Coordinator** Form E9

Boyle County Public School Summative Evaluation Form For **Instructional Supervisor**
Form E10

Boyle County Public School Summative Evaluation Form For **Director of
Transportation** Form E11

Boyle County Public School Summative Evaluation Form For **Preschool Coordinator**
Form E12

Boyle County Public School Summative Evaluation Form For **Extended School Services
Coordinator** Form E13

Boyle County Public School Summative Evaluation Form For **District Technology
Coordinator** Form E14

Boyle County Public School Summative Evaluation Form For **District Assessment
Coordinator** Form E15

Boyle County Public School Summative Evaluation Form For **Director of Special
Education** Form E16

Boyle County Public School Summative Evaluation Form For **Director of Pupil
Personnel** Form E17

Boyle County Public School Summative Evaluation Form For **Superintendent**
Form E18

Boyle County Public School Summative Evaluation Form For **Curriculum Coordinator**
Form E19

Instructions for Completing the Individual Professional Growth Plan

This Plan is to be completed by the employee with assistance from the immediate supervisor.

Identified School/District Improvement Plan Goal and/or Objective

(704 KAR 3:345 Section 4 (2) © states, "The evaluation system **shall** include a professional growth plan for all certified personnel below the level of superintendent **aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.**

Does your growth plan goal(s) along with one of the school/district improvement goals or objectives?

Present Professional Development (PD) Stage

(Select one of the following PD stages that matches your personal stage of growth.)

O = Orientation/Awareness

A = Preparation/Application

I = Implementation

R = Refinement/Impact

Is your growth plan individualized to meet the particular level or stage of present professional development?

Growth Goal(s) and Objective(s)

Identify the specific goal(s) and objective(s) that you plan to develop. For example: If increasing the percentage of students scoring in the proficient level in mathematics is a school improvement goal, an individualized growth plan might be to incorporate measurable performance-based assessment items in mathematics lessons, or to utilize computer software/technologies in mathematics instruction. It is also appropriate to review your summative evaluation for any identified professional growth needs.

Does your growth plan meet your individualized goal(s) and Objective(s)?

Procedures and Activities

List the specific activities you plan to do in order to meet your goal(s) and objective(s). For example: attending specific staff development workshops; soliciting input from peer/colleague; enrolling in a seminar; collaborating with other support personnel, etc.

How will participation in the identified activities assist you in accomplishing your identified goal(s) and objective(s)?

Additional Support

List additional personnel who may be involved in any aspect of plan's accomplishment. For example: John Doe, Principal; Jane Doe mentor; I. M. Great, resource teacher.

Expected Impact

Describe the Expected Impact in terms of improved student performance, change in teacher practice, or completion of finished product.

Target Dates for Completion/Review

Identify the date that you plan to accomplish/review your individualized goal(s) and objective(s).

INDIVIDUAL PROFESSIONAL GROWTH PLAN

For

(Name)

Date _____ School _____

Present Professional Development Stage: Awareness Preparation Implementation Refinement

Growth Objective Goals(s) (describe desired outcomes):

Procedures and Activities for Achieving Goals and Objectives:

School and/or District Resources to assist in accomplishing the goals:

Expected Impact:

Evidence of Completion with Target Dates for completion or review:

Employee's Comments:

Supervisor's Comments:

Date Plan was Developed: _____	Plan was:
Signatures:	<input type="checkbox"/> Achieved <input type="checkbox"/> Revised <input type="checkbox"/> Continued
Evaluatee/ Date	Evaluatee/ Date
Evaluator/ Date	Evaluator/ Date

PRE-OBSERVATION INSTRUMENT FOR TEACHERS

Educator	Date Pre-Conference	School
Subject Area	Period / Time	Grade / Level

Professional Growth Plan Performance Area:
(Must reflect school goals in the Consolidated Plan)

Total # of Students in class _____ # of Students with IEP'S _____ # Yeas of Experience _____

Pre-Observation Worksheet

1. What are the lesson objectives? _____

2. Learner academic expectation # _____
 is addressed in this lesson design.

3. How will you evaluate the students'
 mastery of the object?

4. What teaching techniques will be used?

5. In this experience
 _____ review or
 _____ new learning?

6. List any specific teaching behaviors
 you would like monitored.

7. Are there any special circumstances
 of which the evaluator should be
 aware?

Evaluatee's Signature	Date	Evaluator's Signature	Date
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**BOYLE COUNTY SCHOOLS INDIVIDUAL CORRECTIVE ACTION PLAN
For**

Date _____

Work Site _____

<i>Standard Number</i>	<i>Growth Objective/Goal(s) (describe desired outcomes)</i>	<i>Procedures and Activities for Achieving Goals and Objectives (including support personnel)</i>	<i>Appraisal Method And Target Dates</i>

(attach more pages if necessary)

Evaluatee's Comments:

<i>Individual Corrective Action Plan Developed:</i>	<i>Status: ___ Achieved ___ Revises ___ Continued</i>
<hr/> <i>(Evaluatee's Signature)</i> <i>(Date)</i>	<hr/> <i>(Evaluatee's Signature)</i> <i>(Date)</i>
<hr/> <i>(Evaluator's Signature)</i> <i>(Date)</i>	<hr/> <i>(Evaluator's Signature)</i> <i>(Date)</i>

**BOYLE COUNTY SCHOOLS
LOCAL EVALUATION APPEALS FORM**

Evaluation being appealed is:

_____ Formative

_____ Summative

_____ Copy of Post-Observation Conference Form is attached.

Reason for the Appeal: (Attach pages as needed)

_____ 1. For appeal of formative evaluation submit this form to Program
Coordinator c/o the evaluator.

_____ 2. For second appeal of formative evaluation, submit this form to the
Appeals Panel c/o the Superintendent.

_____ 3. For appeal of summative evaluation, submit this form to the Appeals
Panel c/o the Superintendent.

NOTE: Evaluation records may be presented to and reviewed by the local evaluation appeals panel.

Signature of Appellant

Date appeal is filed

**APPLICATION FOR ELECTION TO MEMBERSHIP
LOCAL EVALUATION APPEALS PANEL**

EVALUATION PLAN

I, _____, am willing to serve as a member of the Local Evaluation Appeals Panel, if elected to do so by the District's certified employees.

Signature

Date

School

Grade/Subject Area

**BOYLE COUNTY SCHOOLS
SUMMATIVE CONFERENCE FORM
FOR TEACHERS**

**ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION**

(Evaluator and evaluatee discuss and complete prior to developing the teacher’s professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/Observer _____ Content Area _____ Grade(s) _____
 Evaluator/Observer _____ Position _____
 Date of Conference (analysis) _____ School _____

Standard Performance Criteria	(*more than one rating can be checked)			Comments
	Met	Growth Needed	Not Met	
Standard 1: Demonstrate Professional Leadership				
1.1 Build positive relationships within and between school and community.				
1.2 Promote leadership potential colleagues.				
1.3 Participate in professional organizations and activities.				
1.4 Write and speak effectively.				
1.5 Contribute to the profession knowledge and expertise about teaching and learning.				
1.6 Guide the development of curriculum and instructional materials.				
1.7 Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.				
1.8 Initiate and develop educational projects and programs.				
1.9 Practice effective listening, conflict resolution, and group-facilitation skills as a team member.				
1.10 Demonstrate punctuality and good attendance for all duties.				
1.11 Adhere to school board policies and administrative procedures.				
1.12 Adhere to the state professional Code of Ethics.				
Standard 2: Demonstrate Knowledge of Content				
2.1 Communicate a breadth of content knowledge across the discipline(s) to be taught				
2.2 Communicate a current knowledge of discipline(s) to be taught				

2.3 Demonstrate a general knowledge that allows for integration of ideas and information across disciplines.				
2.4 Demonstrate an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.				
2.5 Connect content knowledge to real-world applications.				
2.6 Plan lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.				
2.7 Analyze sources of factual information for accuracy.				
2.8 Present content in a manner that reflects sensitivity to a multicultural and global perspective.				
2.9 Collaborate with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.				
Standard 3: Design/Plan Instruction	Met	Growth Needed	Not Met	
3.1 Focus instruction on one or more of Kentucky's learning goals and academic expectations, core content, program of studies and the district curriculum.				
3.2 Develop instruction that requires students to apply knowledge, skills, and thinking processes.				
3.3 Integrate skills, thinking processes, and content across disciplines.				
3.4 Create and utilize learning experiences that challenge, motivate and actively involve the learner.				
3.5 Create and use learning experiences that are developmentally appropriate for learners.				
3.6 Develop and incorporate strategies that address physical, social, and cultural diversity and that show sensitivity to differences.				
3.7 Arrange the physical classroom to support the types of teaching and learning that are to occur.				
3.8 Include creative and appropriate use of technologies (e.g., - audiovisual equipment, computers, lab equipment assessment processed.				
3.9 Develop and implement appropriate assessment processes.				
3.10 Secure and use a variety of appropriate school and community resources to support learning.				

3.11 Develop and incorporate learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.				
3.12 Use knowledge acquired from past teaching experiences to anticipate instructional challenges.				
Standard 4: Create/Maintain Learning climate	Met	Growth Needed	Not Met	
4.1 Communicate with and challenges students in a supportive manner and provides students with constructive feedback.				
4.2 Maintain positive classroom interaction by establishing appropriate expectations during group activities.				
4.3 Show consistent sensitivity to individuals and responds to student objectively.				
4.4 Show flexibility and creativity in the development of classroom processes and instructional procedures.				
4.5 Locate and organize materials and equipment to create an enriched multimedia environment.				
4.6 Encourage and support individual and group inquiry.				
4.7 Use a variety of classroom management techniques that foster individual responsibility and cooperation.				
4.8 Analyze and change the classroom to accommodate a variety of instructional strategies.				
4.9 Work with colleagues to develop an effective learning climate within the school				
Standard 5: Implement/Manage Instruction	Met	Growth Needed	Not Met	
5.1 Communicate specific goals and high expectations for learning				
5.2 Connect learning with students prior knowledge, experiences and backgrounds, and aspirations for future roles.				
5.3 Model/demonstrate the skills concepts, attributes, and/or thinking processes to be learned.				
5.4 Use and develop multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.				
5.5 Provide opportunities for students to increase their knowledge of cultural similarities and differences.				
5.6 Stimulate students to reflect on their own ideas and those of others.				

5.7 Use appropriate questioning strategies to help students solve problems and think critically.				
5.8 Manage student examination of social issues relative to course content; possible responses, and associated consequences.				
5.9 Demonstrate interpersonal/team membership skills and supportive behavior with students in facilitating instruction.				
5.10 Present differing viewpoints when integrating knowledge and experiences across disciplines.				
5.11 Make effective use of media and technologies.				
5.12 Make efficient use of physical and human resources and time.				
5.13 Provide opportunities for students to use and practice what is learned.				
5.14 Identify student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.				
Standard 6: Assess and Communicate Learning Results	Met	Growth Needed	Not Met	
6.1 Select and use appropriate assessments.				
6.2 Make appropriate provisions for assessment processes that address social, cultural, and physical diversity.				
6.3 Assess student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.				
6.4 Provide opportunities for students to assess and improve their performance based on prior assessment results.				
6.5 Collect and analyze assessment data and maintains up-to-date records of student progress, using technologies as appropriate.				
6.6 Communicate expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.				
Standard 7: Reflect/Evaluate Teaching/Learning	Met	Growth Needed	Not Met	
7.1 Assess and analyze the effectiveness of instruction.				
7.2 Make appropriate changes to instruction based upon feedback, reflection, and assessment results.				
7.3 Assess programs and curricula; proposes appropriate recommendations and needed adjustments.				
Standard 8: Collaborate with Colleagues/Parents/Others	Met	Growth Needed	Not Met	

8.1 Initiate collaboration with others and creates situations where collaboration with others will enhance student learning.				
8.2 Discuss with parents, students and others the purpose and scope of the collaborative effort.				
8.3 Articulate expectations for each collaborative event, e.g., timelines and responsibilities.				
8.4 Demonstrate productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.				
8.5 Secure and make use of school and community resources that present differing viewpoints.				
8.6 Recognize and respond appropriately to differences in abilities, contributions, and social and cultural backgrounds.				
8.7 Invite colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.				
8.8 Analyze previous collaborative experiences to improve future experiences.				
8.9 Assess students' needs and collaborates with school services and community agencies to meet those needs.				
Standard 9: Engage in Professional Development	Met	Growth Needed	Not Met	
9.1 Establish priorities for professional growth.				
9.2 Analyze student performance to help identify professional development needs.				
9.3 Solicit input from others in the creation of individual professional development plans.				
9.4 Apply to instruction the knowledge, skills, and processes acquired through professional development.				
9.5 Modify own professional development plan to improve instructional performance and to promote student learning.				
Standard 10: Demonstrate Implementation of Technology				
10.1 Operate a multimedia computer and peripherals to install and use a variety of software.				
10.2 Use terminology related to computers and technology appropriately in written and verbal communication.				
10.3 Demonstrate knowledge of the use of technology in business, industry, and society.				
10.4 Demonstrate basic knowledge of computer/peripheral parts and attends to simple connections and installations.				

10.5 Create multimedia presentations using scanners, digital cameras, and video cameras.				
10.6 Use the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations to enhances professional productivity and support instruction.				
10.7 Use computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
10.8 Request and use appropriate assistive and adaptive devices for students with special needs.				
10.9 Design lessons that use technology to address diverse student needs and learning styles.				
10.10 Practice equitable and legal use of computers and technology in professional activities.				
10.11 Facilitate the lifelong learning of self and others through the use of technology.				
10.12 Explore, use, and evaluate technology resources, software, applications, and related documentation.				
10.13 Apply research-based instructional practices that use computers and other technology.				
10.14 Use computers and other technology for individual, small group, and large group learning activities.				
10.15 Use technology to support multiple assessment of student learning.				
10.16 Instruct and supervise students in the ethical and legal use of technology.				

BOYLE COUNTY SCHOOLS
SUMMATIVE CONFERENCE FORM
FOR SPECIAL EDUCATION TEACHERS
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
PROFESSIONAL GROWTH PLAN/ SUMMATIVE EVALUATION

These standards are in addition to the standards for Regular Classroom Teachers.

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee _____ Content Area _____ Grade(s) _____
 Evaluator/ Observer _____ Position _____
 Date of Conference (analysis) _____ School _____

Standards Performance Criteria	(*more than one rating can be checked)			Comments
	Met	Growth Needed	Not Met	
Standard 1 Instructional Process				
1A. Implements specially designed instruction according to I.E.P.				
1A1. Correlates IEP objectives with lesson plans				
1A2. Uses a variety of specially designed instructional materials, e.g. taped texts, highlighted materials, computer word processors, calculators, assistive technology devices, etc.				
1B. Modifies instruction for students according to I.E.P.				
1B1. Uses a variety of modifications in lessons prepared for the regular classroom, e.g. shortened assignments, oral tests, group projects, modified grading scale, extended time, etc.				
1B2. Prepares modified materials that are aligned with daily lesson plans				
Standard 2 Classroom Management				
2A. Designs and implements behavior management plans according to I.E.P.				
2A1. Uses a variety of techniques to influence the classroom environment, e.g. preferential seating, study carrels, time-out areas, etc.				
2A2. Develops behavior contingency plans for individual students, e.g. contracts, point systems, phase systems, charts, progress reports, parent communications, etc.				
Standard 3 Interpersonal Relationships				

		Needed	Met	
3A. Serves as a consultant/ resource to regular education teachers				
3A1. Provides appropriate information on special needs students to other school personnel, e.g. strengths/ weaknesses, preferred modalities, needed environmental modifications, IEP goals, health/ school history, etc.				
3A2. Keeps school personnel updated on eligibility requirements for special education placement when requested				
3A3. Consults with teachers regarding pre-referral collaboration techniques for at-risk students in the regular classroom				
3A4. Consults with regular classroom teachers about instructional and behavioral modifications for special education students				
Standard 4 Professional Responsibilities	Met	Growth Needed	Not Met	
4A1. Develops IEP objectives which correspond with present levels of student performance and allow for continuous student progress				
4A2. Monitors objectives				
4B1. Works with other teachers to monitor IEP objectives addressed in the regular classroom using monitoring notebooks, charts, etc.				
4C1. Reports status of current IEP objectives, i.e. met, not met, continued				
4C2. Plans and prepares for Admissions and Release Committee (A.R.C.) meetings				
4C3. Consults with other teachers on student progress				
4C4. Communicates positive attributes of students as well as needs				
4C5. Completes required due process paperwork efficiently and correctly				
4D1. Complies with district timelines				
4D2. Assists with meeting pre-referral and referral timelines, e.g. attends pre-referral meetings when asked, provides suggestions for classroom interventions and baseline, data, helps collect data, etc.				
4D3. Assists with evaluations				
4E1. Demonstrates knowledge of due process procedures				
4E2. Follows district Due Process Procedures and guidelines				
4F1. Participates in professional development training focusing on special needs students				
4F2. Participates in school-wide professional development				

4G1. Observes confidentiality in the school and community				
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BOYLE COUNTY SCHOOLS
SUMMATIVE CONFERENCE FORM
FOR ADMINISTRATORS
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the teacher’s professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/Observee _____ Content Area _____ Grade(s) _____
 Evaluator/Observer _____ Position _____
 Date of Conference (analysis) _____ School _____

Standards Performance Criteria	(*more than one rating can be checked)			Comments
	Met	Growth Needed	Not Met	
Standard 1: Vision of Learning				
1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community members				
1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities				
1.3 The core beliefs of the school vision are modeled for all stakeholders				
1.4 The vision is developed with and among stakeholders				
1.5 The contributions of school community members to the realization of the vision are recognized and celebrated				
1.6. Progress toward the vision and mission is communicated to all stakeholders				
1.7. The school community is involved in school improvement efforts				
1.8 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated				
1.9. Assessment data related to student learning are used to develop the school vision and goals				
1.10. Relevant demographic data pertaining to students and their families are used in developing the school mission and goals				
1.11. Barriers to achieving the vision are identified, clarified, and addressed				
1.12. Needed resources are sought and obtained to support the implementation of the school mission and goals				
1.13. Existing resources are used in support of the school vision and goals				

1.14. The vision, mission, and implementation plans are regularly monitored, evaluated, and revised				
1.15 The vision shapes the educational programs, plans and actions				
Standard 2: School Culture and Instructional Program	Met	Growth Needed	Not Met	
2.1 All individuals are treated with fairness, dignity and respect				
2.2 Professional development promotes a focus on student learning consistent with the school vision and goals				
2.3. Students and staff feel valued and important				
2.4. The responsibilities and contributions of each individual are acknowledged				
25. Barriers to student learning are identified, clarified, and addressed				
2.6. Diversity is considered in developing learning experiences				
2.7. Life long learning is encouraged and modeled				
2.8. There is a culture of high expectations for self, student, and staff performance				
2.9. Technologies are used in teaching and learning				
2.10. Student and staff accomplishments are recognized and celebrated				
2.11. Multiple opportunities to learn are available to all students				
2.12. The school is organized and aligned for success				
2.13. Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined				
2.14. Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies				
215. The school culture and climate are assessed on a regular basis				
2.16. A variety of sources of information is used to make decisions				
2.17. Multiple sources of information regarding performance are used by staff and students				
2.18. A variety of supervisory and evaluation models is employed				
2.19. Pupil personnel programs are developed to meet the needs of students and their families				
2.20 Student learning is assessed using a variety of techniques.				
Standard 3: Management				
3.1. Knowledge of learning, teaching, and student development is used to inform management decisions				

3.2. Operational procedures are designed and managed to maximize opportunities for successful learning				
3.3. Emerging trends are recognized, studied and applied as appropriate				
3.4. Operational plans and procedures to achieve the vision and goals of the school are in place				
3.5. Collective bargaining and other contractual agreements related to the school are effectively managed				
3.6. The school plant, equipment, and support systems operate safely, efficiently, and effectively				
3.7. Time is managed to maximize attainment of organizational goals				
3.8. Potential problems and opportunities are identified				
3.9. Problems are confronted and resolved in a timely manner				
3.10. Financial, human, and material resources are aligned to the goals of schools				
3.11. The school acts entrepreneurally to support continuous improvement				
3.12. Organizational systems are regularly monitored and modified as needed				
3.13. Stakeholders are involved in decisions affecting schools				
3.14. Responsibility is shared to maximize ownership and accountability				
3.15. Effective problem-framing and problem solving skills are used				
3.16. Effective conflict resolution skills are used				
3.17. Effective group-process and consensus-building skills are used				
3.18. Effective communication skills are used				
3.19. A safe, clean, and aesthetically pleasing school environment is created and maintained				
3.20. Human resource functions support the attainment of school goals				
3.21. Confidentiality and privacy of school records are maintained				
3.22. There is effective use of technology to manage school operations				
3.23. Fiscal resources of the school are managed responsibly, efficiently, and effectively				
Standard 4: Collaborating with Families and Community				
4.1. High visibility, active involvement, and communication with the larger community is a priority				
4.2. Relationships with community leaders are identified and nurtured				

4.3 Information about family and community concerns, expectations, and needs is used regularly				
4.4 There is outreach to different business, religious, political, and service agencies and organizations				
4.5 Credence is given to individuals and groups whose values and opinions may conflict				
4.6 The school and community serve one another as resources				
4.7 Available community resources are secured to help the school solve problems and achieve goals				
4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals				
4.9 Community youth family services are integrated with school programs				
4.10 Community stakeholders are treated equitably				
4.11 Diversity is recognized and valued				
4.12 Effective media relations are developed and maintained				
4.13 A comprehensive program of community relations is established				
4.14 Public resources and funds are used appropriately and wisely				
4.15 Community collaboration is modeled for staff				
4.16 Opportunities for staff to develop collaborative skills are provided				
Standard 5: Acting with Integrity, fairness and in an Ethical Manner	Met	Growth Needed	Not Met	
5.1 Examines personal and professional values				
5.2 Demonstrates a personal and professional code of ethics				
5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance				
5.4 Serves as a role model				
5.5 Accepts responsibility for school operations				
5.6 Considers the impact of one's administrative practices on others				
5.7 Uses the influence of the office to enhance the educational program rather than for personal gain				
5.8 Treats people fairly, equitably, and with dignity and respect				
5.9 Protects the rights and confidentiality of students and staff				
5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community				

5.11 Recognizes and respects the legitimate authority of others				
5.12 Examines and considers the prevailing values of the diverse school community				
5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior				
5.14 Opens the school to public scrutiny				
5.15 Fulfills legal and contractual obligations				
5.16 Applies laws and procedures fairly, wisely, and considerately				
Standard 6: Understanding, responding to, and influencing the larger political, social economic, legal, and cultural context.				
6.1 The Environment in which schools operate is influenced on behalf of students and their families				
6.2 Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate				
6.3 There is ongoing dialogue with representatives of diverse community groups				
6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities				
6.5 Public policy is shaped to provide quality education for students				
6.6 Lines of communication are developed with decision makers outside the school				

BOYLE COUNTY SCHOOLS
 SUMMATIVE CONFERENCE FORM
 FOR **LIBRARIANS & MEDIA SPECIALIST**
 ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
 PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION

These standards are in addition to the standards for a regular classroom teacher.

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations; professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/Observee _____ Content Area _____ Grade(s) _____
 Evaluator/Observer _____ Position _____
 Date of Conference (analysis) _____ School _____

Standards Performance Criteria				Comments
Standard 1 Management and Administration of the Library/Media Center	Met	Growth Needed	Not Met	
1.1 Plans long-range goals of the library media center program with faculty, administration and students.				
1.2 Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the library media center program.				
1.3 Administers the budget according to the goals and objectives of the program.				
1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.				
1.5 Develops library media center policies, e.g. Materials selection, collection development, circulation, challenged materials, copyright, and technology.				
1.6 Administers a library media program that utilizes flexible access.				
1.7 Develops plans for maintaining a technologically current facility and program.				
1.8 Organizes, classifies, and catalogs library materials, following nationally recognized professional standards such as AACR2 (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress MARC format				
1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.				
1.10 Evaluates programs, services,				

facilities, and materials informally and formally on a continuous basis – identifying strengths and weaknesses.				
1.11 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.				
1.12 Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.				
1.13 Is responsible for the proper use of the facility, materials and equipment.				
1.14 May plan and/or participate in special projects or proposals, e.g. book fairs.				
1.15 Trains and supervises library media center clerical staff, volunteers, and student helpers.				
1.16 Maintains positive student interaction through a variety of instructional strategies				
1.17 Presents content in a manner that reflects sensitivity to a diverse population				
Standard 2 provides exemplary resources through collection development				
2.1 Follows the district approved selection policy, which includes a procedure for the reconsideration of materials.				
2.2 Possesses board knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.				
2.3 Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.				
2.4 Maintains a professional collection.				
2.5 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment, which support the school's curriculum and educational philosophy.				
2.6 Keeps a card or automated catalog current.				
2.7 Maintains statistical records needed to verify collection of the library.				
2.8 Makes general repairs, weeds collection, and takes annual inventory as directed in board policy.				
Standard 3 provides effective library media services.				
3.1 Exercises a leadership role and serves as a catalyst in ensuring the library media				

center is central to the instructional program of the school.				
3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.				
3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.				
3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.				
3.5 Provides training to staff in use of new materials, technology, and equipment, demonstrating practical applications for curriculum connections.				
3.6 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprinting materials.				
3.7 Assists faculty in the selection of materials to supplement classroom instruction.				
3.8 Establishes positive rapport with staff and students.				
3.9 Makes the library media center and its resources accessible to students and faculty.				
3.10 Provides orientation for new faculty and students.				
3.11 Maintains effective communication with staff and students, e.g. informs faculty and students of new acquisitions and services.				
3.12 Facilitates the circulation of materials among schools in the district or with other agencies.				
3.13 Is available as a personal resource for all students and faculty.				
3.14 Provides the resources and promotes recreational reading for the school community.				
Standard 4 enables students to become effective information users				
4.1 Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of KERA and the academic expectations.				
4.2 Informally evaluates individual and group needs and provides appropriate learning experiences.				

4.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.				
4.4 Provides for independent and cooperative group learning.				
4.5 Guides students in the selection of appropriate resources.				
4.6 Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.				
4.7 Promote appreciation of various forms of literature emphasizing the highest quality.				
4.8 Encourage students to develop lifelong reading, listening, viewing, and critical thinking skills, and to become skilled in all modes of communication.				
4.9 Incorporates the use of technology in accessing information.				
4.10 Assists students in the use of multi-media for completed projects.				
4.11 Uses a variety of classroom management techniques that foster individual responsibility and cooperation				
Standard 5 assumes responsibility for professional growth practices.				
5.1 Follows the school's policies and procedures.				
5.2 Promotes compliance with copyright laws.				
5.3 Handle concerns of others in a positive and professional manner in order to protect the users' rights to privacy and confidentiality.				
5.4 Attends local professional growth activities and meetings.				
5.5 Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences and other activities related to the field.				
5.6 Demonstrates punctuality and good attendance for all duties				
5.7 Adheres to the state professional Code of Ethics				
5.8 Adheres to school board policies and administrative procedures				
Standard 6: Demonstrates Implementation of Technology				
6.1 Operates a multimedia computer and peripherals to install and use a variety of software.				

6.2 Uses terminology related to computers and technology appropriately in written and verbal communication.				
6.3 Demonstrates knowledge of the use of technology in business, industry, and society.				
6.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
6.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.				
6.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations to enhances professional productivity and support instruction.				
6.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
6.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.				
6.9 Designs lessons that use technology to address diverse student needs and learning styles.				
6.10 Practices equitable and legal use of computers and technology in professional activities.				
6.11 Facilitates the lifelong learning of self and others through the use of technology.				
6.12 Explores, uses, and evaluates technology resources, software, applications, and related documentation.				
6.13 Applies research-based instructional practices that use computers and other technology.				
6.14 Uses computers and other technology for individual, small group, and large group learning activities.				
6.15 Uses technology to support multiple assessment of student learning.				
6.16 Instructs and supervises students in the ethical and legal use of technology.				

Form D5

BOYLE COUNTY SCHOOLS
SUMMATIVE CONFERENCE FORM
FOR GUIDANCE COUNSELORS
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
PROFESSIONAL GROWTH PLAN/ SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the teacher’s professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee _____
 Evaluator/ Observer _____ Position _____
 Date of Conference (analysis) _____ School _____

Standards Performance Criteria				Comments
Standard 1 Guidance and Counseling Program	Met	Growth Needed	Not Met	
1A. Creates a climate conducive to counseling				
1A1. Displays non-judgmental and accepting attitude				
1A2. Shows respect for others through active listening				
1A3. Maintains the confidentiality of student interviews				
1A4. Provides opportunities for students to explore problems and weigh alternatives in decision making				
1A5. Encourages students to set goals and assume responsibility for meeting them				
1B. Employs a variety of effective guidance and counseling procedures				
1B1. Counsels with students individually				
1B2. Counsels with students in small groups				
1B3. Conducts class/ large group sessions on appropriate topics				
1B4. Consults with parents and staff				
1B5. Provides inservice workshops for interested staff and parents				
1C. Provides for individual differences effectively				
1C1. Responds positively to students’ requests for help				
1C2. Provides developmental activities emphasizing positive mental health				
1C3. Communicates with students in a manner appropriate to age and level of understanding				

1C4. Uses and interprets cumulative data to assist students				
1C5. Assists in appropriate educational planning and placement with individual students				
1C6. Systematically contacts students who need assistance				
1D. Displays competent knowledge of guidance and counseling				
1D1. Demonstrates knowledge of child/adolescent growth and development				
1D2. Selects and administers appropriate test instruments and uses results appropriately				
1D3. Displays knowledge of environmental factors and situations which affect students' behavior and development				
1D4. Selects and uses guidance materials appropriate for the abilities and interests of students				
1D5. Communicates knowledge of methods and techniques used to change student behavior				
1E. Uses guidance and counseling time effectively				
1E1. Allots a realistic amount of time for specified guidance activities				
1E2. Is available to students at appointed times				
1E3. Begins activities on time				
1E4. Uses time effectively for each designated activity				
1F. Implements guidance programs effectively				
1F1. Implements activities related to career exploration and planning				
1F2. Provides activities to assist with educational planning				
1F3. Provides opportunities to enhance knowledge of self and others				
1F4. Implements additional activities which meet the program objectives				
1F5. Provides and implements testing program when appropriate				
1G. Demonstrates the ability to communicate effectively with students				
1G1. Uses correct oral and written communication				
1G2. Uses appropriate vocabulary				

1G3. Presents ideas logically				
1G4. Gives directions that are clear, concise and reasonable				
1G5. Uses a variety of verbal and nonverbal techniques				
1G6. Elicits and responds to questions				
1G7. Summarizes effectively				
Standard 2 Guidance Program Management	Met	Growth Needed	Not Met	
2A. Organizes a systematic, developmental guidance program				
2A1. Uses formal and informal methods to assess student needs				
2A2. Sets priorities for the guidance and counseling program based on student needs				
2A3. Develops goals and objectives for a comprehensive guidance program				
2A4. Determines desired student outcomes based on program goals and objectives				
2A5. Develops a sequence of guidance program activities to meet stated goals and objectives				
2A6. Communicates information concerning the objectives of the guidance program to students, staff and others				
2A7. Designs and implements a system for the evaluation of the guidance program				
2B. Develops a structure for implementing the guidance program				
2B1. Maintains an annual schedule of guidance events as well as a daily activity schedule				
2B2. Establishes a referral process for counseling services and disseminates the procedure to staff and students				
2B3. Coordinates and maintains a file of pupil guidance information including cumulative data, referrals, plans and goals				
2B4. Provides resources and guidance materials to meet program goals				
2B5. Keeps an up-to-date listing of referral sources available outside of the school system				
2B6. Maintains an attractive and accessible office environment				
2B7. Provides informative materials or activities designed to enhance the image of the guidance program				

Standard 3 Interpersonal Relationships	Met	Growth Needed	Not Met	
3A. Demonstrates positive interpersonal relations with students				
3A1. Promotes positive self-image in students				
3A2. Promotes students' self-control				
3A3. Makes an effort to know each student as an individual				
3A4. Interacts with students in mutually respectful and friendly manner				
3A5. Gives constructive criticism and praise when appropriate				
3A6. Is reasonably available to all students				
3A7. Acknowledges the rights of others to hold differing views or values				
3A8. Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups				
3A9. Uses discretion in handling confidential information and difficult situations				
3B. Demonstrates positive interpersonal relations with educational staff				
3B1. Works cooperatively with colleagues in planning counseling activities				
3B2. Shares ideas, materials and methods with other staff members				
3B3. Makes appropriate use of support staff				
3B4. Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible				
3B5. Informs administrators and/ or appropriate personnel of school-related matters				
3C. Demonstrates positive interpersonal relations with parents/ patrons				
3C1. Cooperates with parents in the best interest of the students				
3C2. Provides a climate which opens up communication between counselor and parent				
3C3. Supports and participates in parent-teacher activities				
3C4. Promotes patron involvement with school				
3C5. Initiates communication with parents when appropriate				

Standard 4 Professional Responsibilities	Met	Growth Needed	Not Met	
4A. Participates in professional growth activities				
4A1. Demonstrates commitment by a participation in professional activities (e.g., professional organizations, coursework, workshops, conferences)				
4A2. Takes advantage of opportunities to learn from colleagues, students, parents, and community				
4A3. Keeps abreast of developments in the counseling profession				
4B. Follows the policies and procedures of the school district				
4B1. Strives to stay informed about policies and regulations applicable to his/her position				
4B2. Selects appropriate channels for resolving concerns/ problems				
4C. Assumes responsibilities outside the counseling center as they relate to the school				
4C1. Assumes necessary non-counseling responsibilities				
4C2. Exercises responsibility for student management throughout the entire building				
4D. Demonstrates a sense of professional responsibility				
4D1. Completes duties promptly and accurately				
4D2. Is punctual				
4D3. Provides accurate data to the school and district as requested for management purposes				
4D4. Carries out duties in accordance with established job description				
4D5. Demonstrates a professional image throughout the district				
4D6. Demonstrates punctuality and good attendance for all duties.				

BOYLE COUNTY SCHOOLS
 SUMMATIVE CONFERENCE FORM
 FOR NEW COUNSELORS
 ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
 PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of Conference (analysis) _____ School _____

Standards Performance Criteria	*(more than one rating can be checked)			Comments
	Met	Growth Needed	Not Met	
Standard 1: Program Management, Research and Evaluation				
1.1 Define needs and priorities				
1.2 Determine objectives				
1.3 Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.				
1.4 Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.				
1.5 Evaluate the program to assure its contribution to the school's mission and goals.				
1.6 Use information systems and technology.				
Standard 2: Developmental Guidance Curriculum				
2.1 Assess the developmental need of students.				
2.2 Address academic expectations and school-to-work initiatives.				
2.3 Prepare students for successful transitions.				
2.4 Evaluate the results of the curriculum's impact.				
2.5 Modify the curriculum as needed to continually meet the needs of students.				

2.6 Guide individuals and groups of students through the development of educational and career plans.				
2.7 Provide guidance for maximizing personal growth and development.				
2.8 Teach the school developmental guidance curriculum.				
2.9 Assist teachers in the teaching of the guidance curriculum.				
Standard 3: Individual/Small Group Counseling	Met	Growth Needed	Not Met	
3.1 Provide a safe, confidential setting in which students present their needs and concerns.				
3.2 Promote wellness.				
3.3 Respond to crises.				
3.4 Communicate empathy and understanding.				
3.5 Utilize a broad range of techniques and accepted theories appropriate to school counseling.				
3.6 Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).				
3.7 Intervene in problem/conflict situations and conduct follow-up sessions.				
3.8 Respect and nurture the uniqueness of each student.				
3.9 Mediate classroom and student conflict.				
3.10 Empower students to develop and use their resources.				
Standard 4: Consultation/Collaboration	Met	Growth Needed	Not Met	
4.1 Consult with parents, faculty, staff, administrators, and others to enhance their work with students.				
4.2 Interpret relevant information concerning the developmental needs of students.				
4.3 Reduce barriers to student learning through direct referred services.				
4.4 Facilitate new student integration into the school environment.				

4.5 Work with teachers to provide support for students in a crisis situation.				
4.6 Interact with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees.				
4.7 Facilitate successful communication between and among teachers, parents, teacher and students.				
4.8 Work with teachers and administrators relevant to behavior management to promote and support intervention strategies.				
4.9 Consult with external community and professional resources.				
Standard 5: Coordination	Met	Growth Needed	Not Met	
5.1 Coordinate with school and community personnel, including school councils, to provide resources for students.				
5.2 Use and effective referral process for assisting students and others to use special programs and services.				
5.3 Identify community agencies for referral of students.				
5.4 Maintain cooperative working relationships with community resources.				
5.5 Facilitate successful transition from one level of education to the next, (i.e. elementary to middle.)				
Standard 6: Assessment	Met	Growth Needed	Not Met	
6.1 Participate in the planning and evaluation of the district/school-testing program.				
6.2 Assess, interpret and communicate learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles.				
6.3 Collaborate with staff concerning assessment of special needs students.				
6.4 Use assessment results and other sources of student data in formulating student career/graduation plans.				

6.5 Coordinate student records to ensure the confidentiality of assessment data.				
6.6 Provide orientation sessions for faculty, students, and parents regarding the assessment program.				
Standard 7: Adheres to Professional Standards	Met	Growth Needed	Not Met	
7.1 Adhere to professional codes of ethics of American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.				
7.2 Adhere to federal/state laws and regulations related to education and child protection.				
7.3 Be responsible for the on-going professional development.				
7.4 Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action.				
7.5 Be knowledgeable of the position statements of the American School Counselor Association.				
7.6 Identify activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession				
7.7 Demonstrates punctuality and good attendance for all duties				

BOYLE COUNTY SCHOOLS
 SUMMATIVE CONFERENCE FORM
 FOR SCHOOL PSYCHOLOGISTS
 ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
 PROFESSIONAL GROWTH PLAN/ SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the teacher’s professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee _____
 Evaluator/ Observer _____ Position _____
 Date of Conference (analysis) _____ School _____

Standards Performance Criteria				Comments
Standard 1 School Psychological Services Program	Met	Growth Needed	Not Met	
1A. Demonstrates knowledge of child development in physical, intellectual, emotional, academic, and social domains				
1B. Serves as a resource person to the system in the areas of child development, program evaluation and planning, assessment, and the intellectual, educational, and emotional needs of children				
1C. Consults with teachers, parents, administrators, and community agencies in response to the psychoeducational needs of children				
1D. Assists in the development of effective interventions for children experiencing difficulties				
1E. Assists in the identification of special populations such as gifted and talented and at-risk students				
1F. Assists in the development of prevention activities which promote mental health and academic success for students				
1G. Assists in the development and implementation of professional development activities for certified and classified staff				
Standard 2 Management	Met	Growth Needed	Not Met	
2A. Coordinates evaluations with school level staff				
2B. Conducts individual intellectual evaluations in response to referrals from educational staff, parents, or community agencies				

2C. Follows district timelines for evaluations				
2D. Participates in ARC meetings				
2E. Selects and manages assessment materials				
Standard 3 Interpersonal Relationships	Met	Growth Needed	Not Met	
3A. Demonstrates positive interpersonal relationships with students				
3B. Demonstrates positive interpersonal relationships with educational staff				
3C. Demonstrates positive interpersonal relationships with parents				
3D. Demonstrates positive interpersonal relationships with representatives of community agencies				
Standard 4 Professional Responsibilities	Met	Growth Needed	Not Met	
4A. Follows the ethical guidelines of professional school psychology in responding to pressures from various groups				
4B. Applies professional skills in ways which promote the dignity and rights of students, parents, teachers, and the schools				
4C. Attends meetings and professional growth activities				
4D. Demonstrates a sense of professional responsibility				

BOYLE COUNTY SCHOOLS
 SUMMATIVE CONFERENCE FORM
 FOR **GIFTED & TALENTED COORDINATORS**
 ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
 PROFESSIONAL GROWTH PLAN/ SUMMATIVE EVALUATION

These standards are in addition to the standards for teachers.

(Evaluator and evaluatee discuss and complete prior to developing the teacher’s professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee _____
 Evaluator/ Observer _____ Position _____
 Date of Conference (analysis) _____ School _____

Standards Performance Criteria				Comments
Standard 1 Instructional Leadership	Met	Growth Needed	Not Met	
1A. Provides direction for the school district’s gifted program				
1B. Provides for organization/ management of instruction for gifted students				
1C. Provides leadership for positive instructional/ educational change related to services for gifted students				
1D. Provides leadership for curriculum development related to needs of gifted students				
Standard 2 Program Management	Met	Growth Needed	Not Met	
2A. Demonstrates effective administrative skills				
2B. Demonstrates effective communication skills				
2C. Demonstrates effective problem-solving and decision-making skills				
2D. Demonstrates effective organizational skills				
2E. Provides for use and development of appropriate revenues				
2F. Ensures compliance with statutes, rules and regulations relating to instructional programs				
Standard 3 Interpersonal Relationships	Met	Growth Needed	Not Met	
3A. Demonstrates positive, professional relationships with district personnel				
3B. Demonstrates positive relationships with patrons/ community				
3C. Demonstrates positive, interpersonal relationships with students and parents				

Standard 4 Professional Responsibilities	Met	Growth Needed	Not Met	
4A. Provides recommendations for development of instructional policies and procedures related to services for gifted students				
4B. Demonstrates a sense of professional responsibility				
4C. Participates in professional growth activities				

BOYLE COUNTY SCHOOLS
 SUMMATIVE CONFERENCE FORM
 FOR **FEDERAL PROGRAMS COORDINATORS**
 ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
 PROFESSIONAL GROWTH PLAN/ SUMMATIVE EVALUATION

These standards are in addition to the standards for administrators.

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Evaluatee/ Observee _____ Federal Program _____
 Evaluator/ Observer _____ Position _____
 Date of Conference (analysis) _____ School _____

Standards Performance Criteria				Comments
Standard 1 Instructional Duties	Met	Growth Needed	Not Met	
1A. Provide direct supervision of federally funded programs on a regular basis				
1B. Design and maintain a structured curriculum, when appropriate, for all federally funded programs				
1C. Work directly with principals, program teachers and staff members, and regular classroom teachers at the school and district level in a continual effort to maintain quality federal programs				
1D. Assist applicable staff members in maintaining a complying system of parental involvement, when appropriate, in programs				
1E. Provide professional development opportunities for program staff				
1F. Coordinates the federal program testing and includes test data and its utilization for program improvement				
Standard 2 Program Management	Met	Growth Needed	Not Met	
2A. Assist the superintendent in preparing the annual Federal Program applications and evaluations				
2B. Attend all required/ related meetings, conferences, etc.				
2C. Advise the superintendent of the operation of federal programs				
2D. Visit other like-funded programs as part of a continuous effort to improve the local district programs				
2E. Maintain a records system that includes inventory of equipment				
2F. Report once a year to the Board on the status of the programs				

2G. Formulate necessary Board policy as related to the programs				
Standard 3 Interpersonal Relationships	Met	Growth Needed	Not Met	
3A. Demonstrates positive interpersonal relationships with students				
3B. Demonstrates positive interpersonal relationships with staff				
3C. Demonstrates positive interpersonal relationships with other administrators and coordinators				
3D. Demonstrates positive interpersonal relationships with parents/ community				
Standard 4 Professional Duties and Responsibilities	Met	Growth Needed	Not Met	
4A. Is punctual in the performance of duties				
4B. Participates in professional development to continually upgrade skills				
4C. Makes studies of new practices and techniques for improving the keeping of records				
4D. Attends meetings/ other school related programs as necessary/ appropriate				
4E. Develops and implements KERA activities				

BOYLE COUNTY SCHOOLS
 SUMMATIVE CONFERENCE FORM
 FOR **INSTRUCTIONAL SUPERVISORS**
 ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
 PROFESSIONAL GROWTH PLAN/ SUMMATIVE EVALUATION

These standards are in addition to the standards for administrators.

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Evaluatee/ Observee _____
 Evaluator/ Observer _____ Position _____
 Date of Conference (analysis) _____ School _____

Standards Performance Criteria				Comments
Standard 1 Instructional Leadership	Met	Growth Needed	Not Met	
1A. Provides direction for the school district’s gifted program				
1B. Provides for organization/ management of instruction for gifted students				
1C. Provides leadership for positive instructional/ educational change related to services for gifted students				
1D. Provides leadership for curriculum development related to needs of gifted students				
1E. Communicates standards of expected performance				
1F. Provides leadership for curriculum development and the organization of personnel to implement the curriculum				
1G. Provides positive direction and leadership to administrative and supervisory staff				
1H. Provides leadership for effective professional development and staff training				
Standard 2 Program Management	Met	Growth Needed	Not Met	
2A. Demonstrates effective administrative skills				
2B. Demonstrates effective communication skills				
2C. Demonstrates effective problem-solving and decision-making skills				
2D. Demonstrates effective organizational skills				
2E. Provides for use and development of appropriate revenues				
2F. Ensures compliance with statutes,				

rules and regulations relating to instructional programs				
Standard 3 Interpersonal Relationships	Met	Growth Needed	Not Met	
3A. Demonstrates positive, professional relationships with district personnel				
3B. Demonstrates positive relationships with patrons/ community				
3C. Demonstrates positive, interpersonal relationships with administrators/ supervisors				
Standard 4 Professional Responsibilities	Met	Growth Needed	Not Met	
4A. Provides recommendations for development of instructional policies and procedures				
4B. Demonstrates a sense of professional responsibility				
4C. Participates in professional growth activities				

BOYLE COUNTY SCHOOLS
 SUMMATIVE CONFERENCE FORM
FOR DIRECTORS OF TRANSPORTATION
 ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
 PROFESSIONAL GROWTH PLAN/ SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the teacher’s professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee _____
 Evaluator/ Observer _____ Position _____
 Date of Conference (analysis) _____ School _____

Standards Performance Criteria				Comments
Standard 1 Educational Leadership	Met	Growth Needed	Not Met	
1A. Provides direction for the district’s transportation program				
1B. Provides for the organization and management of the transportation program				
1C. Communicates information to the superintendent and all other necessary personnel				
1D. Provides for the implementation of processes involved in the transportation program				
1E. Provides positive direction and leadership to administrative and supervisory staff				
Standard 2 Program Management	Met	Growth Needed	Not Met	
2A. Enforces all state laws and regulations concerning school transportation				
2B. Conforms with all state and insurance carrier safety regulations				
2C. Recruits and supervises all transportation personnel				
2D. Develops and administers the transportation program in a manner that meets all the requirements of the instructional program				
2E. Demonstrates effective administrative skills				
2F. Demonstrates effective communication skills				
2G. Demonstrates effective problem-solving and decision-making skills				
2H. Provides for the use and development of appropriate revenue sources				

2I. Assists in the development and fiscal monitoring of the transportation budget				
2J. Ensures that appropriate accounting and control procedures are applied to all fiscal transactions				
Standard 3 Interpersonal Relationships	Met	Growth Needed	Not Met	
3A. Demonstrates positive, professional relationships with administrators, central office personnel, and other district employees				
3B. Demonstrates positive, professional relationships with students, parents, and the community				
3C. Provides counsel and advises the superintendent in a constructive manner				
Standard 4 Professional Responsibilities	Met	Growth Needed	Not Met	
4A. Provides the superintendent with recommendations for district policies and procedures related to transportation				
4B. Assists in drafting/ updating policy and procedural statements based on school transportation law and regulation changes				
4C. Participates in professional growth activities				

BOYLE COUNTY SCHOOLS
 SUMMATIVE CONFERENCE FORM
 FOR **PRESCHOOL COORDINATORS**
 ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
 PROFESSIONAL GROWTH PLAN/ SUMMATIVE EVALUATION

These standards are in addition to the standards for teachers.

(Evaluator and evaluatee discuss and complete prior to developing the teacher’s professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee _____
 Evaluator/ Observer _____ Position _____
 Date of Conference (analysis) _____ School _____

Standards Performance Criteria				Comments
Standard 1 Instructional Leadership	Met	Growth Needed	Not Met	
1A. Provides direction for the school district’s preschool program				
1B. Provides for organization/ management of instruction in preschool program				
1C. Provides leadership for positive instructional/ educational change in preschool program				
1D. Provides leadership for curriculum development and the organization of personnel to implement the preschool program				
1E. Provides positive direction and leadership to administrative staff				
Standard 2 Program Management	Met	Growth Needed	Not Met	
2A. Demonstrates effective administrative skills				
2B. Demonstrates effective communication skills				
2C. Demonstrates effective problem-solving and decision-making skills				
2D. Demonstrates effective organizational skills				
2E. Provides for use and development of appropriate revenues				
2F. Ensures compliance with statutes, rules and regulations relating to instructional programs				
Standard 3 Interpersonal Relationships	Met	Growth Needed	Not Met	Comments:
3A. Demonstrates positive, professional relationships with district personnel				
3B. Demonstrates positive relationships with patrons/ community				

3C. Demonstrates positive, interpersonal relationships with students and parents				
Standard 4 Professional Responsibilities	Met	Growth Needed	Not Met	
4A. Provides recommendations for development of instructional policies and procedures related to the preschool program				
4B. Demonstrates a sense of professional responsibility				
4C. Participates in professional growth activities				

BOYLE COUNTY SCHOOLS
SUMMATIVE CONFERENCE FORM
FOR **EXTENDED SCHOOL SERVICES COORDINATORS**
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
PROFESSIONAL GROWTH PLAN/ SUMMATIVE EVALUATION

These standards are in addition to the standards for teachers.

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee _____
 Evaluator/ Observer _____ Position _____
 Date of Conference (analysis) _____ School _____

Standards Performance Criteria				Comments
Standard 1 Instructional Leadership	Met	Growth Needed	Not Met	
1A. Provides direction for the school district's Extended School Services (ESS)				
1B. Provides for organization/ management of ESS instruction				
1C. Provides leadership for positive instructional/ educational change related to ESS				
1D. Provides leadership for curriculum development and the organization of personnel to implement the ESS curriculum				
1E. Provides positive direction and leadership to administrative staff				
Standard 2 Program Management	Met	Growth Needed	Not Met	
2A. Demonstrates effective administrative skills				
2B. Demonstrates effective communication skills				
2C. Demonstrates effective problem-solving and decision-making skills				
2D. Demonstrates effective organizational skills				
2E. Provides for use and development of appropriate revenues				
2F. Ensures compliance with statutes, rules and regulations relating to instructional programs				
Standard 3 Interpersonal Relationships	Met	Growth Needed	Not Met	Comments:
3A. Demonstrates positive, professional relationships with district personnel				
3B. Demonstrates positive relationships with patrons/ community				
3C. Demonstrates positive, interpersonal				

relationships with students and parents				
Standard 4 Professional Responsibilities	Met	Growth Needed	Not Met	
4A. Provides recommendations for development of instructional policies and procedures related to ESS				
4B. Demonstrates a sense of professional responsibility				
4C. Participates in professional growth activities				

BOYLE COUNTY SCHOOLS
 SUMMATIVE CONFERENCE FORM
 FOR **DISTRICT TECHNOLOGY COORDINATORS**
 ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
 PROFESSIONAL GROWTH PLAN/ SUMMATIVE EVALUATION

These standards are in addition to the standards for teachers.

(Evaluator and evaluatee discuss and complete prior to developing the teacher’s professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee _____
 Evaluator/ Observer _____ Position _____
 Date of Conference (analysis) _____ School _____

Standards Performance Criteria				Comments
Standard 1 Educational Leadership	Met	Growth Needed	Not Met	
1A. Serves as the primary contact between the school district and the K.D.E. concerning K.E.T.S.				
1B. Demonstrates an understanding of the use and integration of technology as a tool in the instructional process				
1C. Provides leadership in the development, implementation, monitoring, evaluation, and up-dating of the district plan for instructional use of technology				
1D. Disseminates technology-related information in the district and community				
1E. Facilitates the training of teachers in the use of technology				
Standard 2 Program Management	Met	Growth Needed	Not Met	
2A. Understands the district and building-level budgets, budgeting and spending processes and works within this system to secure adequate resources for instructional computing				
2B. Facilitates the development, implementation, and evaluation of technology oriented staff development				
2C. Helps the district develop and implement plans for the acquisition and maintenance of hardware and software				
2D. Coordinates and supervises routine preventive maintenance as well as more general repair and replacement				
2E. Develops, disseminates, and monitors a district procedure for the evaluation of software, hardware, and courseware and for the sharing of the results of such evaluation				

2F. Maintains an accurate inventory of technology hardware and software that belongs to the district and to individual schools in the district				
2G. Helps the district obtain outside funding by participating in grant planning and proposal writing				
2H. Coordinates the installation, implementation, and evaluation of school and district administrative technology systems				
Standard 3 Interpersonal Relationships	Met	Growth Needed	Not Met	
3A. Demonstrates positive interpersonal relationships with staff, parents, and community				
3B. Provides support and assistance to building-level technology coordinators				
Standard 4 Professional Responsibilities	Met	Growth Needed	Not Met	
4A. Serves as chair of the district technology committee				
4B. Participates in appropriate professional development				
4C. Continues to grow as a professional technology educator and educational leader				

BOYLE COUNTY SCHOOLS
SUMMATIVE CONFERENCE FORM
FOR **DISTRICT ASSESSMENT COORDINATORS**
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
PROFESSIONAL GROWTH PLAN/ SUMMATIVE EVALUATION

These standards are in addition to the standards for administrators.

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Evaluatee/ Observee _____
 Evaluator/ Observer _____ Position _____
 Date of Conference (analysis) _____ School _____

Standards Performance Criteria				Comments
Standard 1 Program	Met	Growth Needed	Not Met	
1A. Serves as the primary contact between the school district and the KIRIS student assessment and accountability program				
1B. Assists teachers, principals, and counselors with questions, problems, and concerns regarding the assessment process				
1C. Facilitates the implementation of all assessment and accountability activities throughout the district				
1D. Provides analysis and interpretation of assessment results to the schools and the school board				
1E. Facilitates the training of teachers in the portfolio scoring process				
1F. Facilitates the dissemination of information regarding the connections between assessment and curriculum				
Standard 2 Management	Met	Growth Needed	Not Met	
2A. Receives and distributes KIRIS materials including tests, teacher guides, and assessment results				
2B. Takes responsibility for monitoring and certifying data used in cognitive and noncognitive indicators				
2C. Communicates to appropriate staff definitions, timelines, etc. for completing assessment activities and compiling data				
2D. Collects tests and portfolios from the schools to send for scoring				
Standard 3 Interpersonal Relationships	Met	Growth Needed	Not Met	Comments:
3A. Demonstrates positive interpersonal relationships with staff				

3B. Demonstrates positive interpersonal relationships with administrators				
3C. Demonstrates positive interpersonal relationships with parents/ community				
Standard 4 Professional Responsibilities	Met	Growth Needed	Not Met	
4A. Is punctual in the performance of duties				
4B. Attends KDE sponsored assessment and accountability meetings and trainings				
4C. Promotes appropriate and ethical assessment practices within the district				

BOYLE COUNTY SCHOOLS
 SUMMATIVE CONFERENCE FORM
FOR DIRECTORS OF SPECIAL EDUCATION
 ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
 PROFESSIONAL GROWTH PLAN/ SUMMATIVE EVALUATION

These standards are in addition to the standards for administrators.

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Evaluatee/ Observee _____
 Evaluator/ Observer _____ Position _____
 Date of Conference (analysis) _____ School _____

Standards Performance Criteria				Comments
Standard 1 Educational Leadership	Met	Growth Needed	Not Met	
1A. Provides direction for the district’s special education program				
1B. Ensures implementation of the process of special education in the district				
1C. Provides organization of special education services throughout the district				
1D. Provides for management of special education instruction				
1E. Provides for implementation of evaluation strategies for special education personnel, with the emphasis on improvement of instruction				
1F. Provides leadership for positive change in special education programs				
1G. Provides for effective recruitment, selection and assignment of district special education personnel				
1H. Promotes appropriate staff development in special education				
1I. Communicates standards of expected performance				
Standard 2 Program Management	Met	Growth Needed	Not Met	
2A. Provides for effective day-to-day operation of the special education program				
2B. Demonstrates effective communication skills				
2C. Ensures that instructional facilities for the special education program are conducive to meeting IEP goals and objectives				
2D. Promotes and maintains a positive school climate as part of a cooperative district effort				

2E. Demonstrates effective problem-solving, decision-making, and conflict-resolution skills				
2F. Demonstrates effective organizational skills				
2G. Provides for use and development of special education revenue sources				
2H. Develops a special education budget based upon established priorities and consistent with fiscal practices				
2I. Ensures compliance with statutes, rules, and regulations relating to special education funding				
Standard 3 Professional Relationships	Met	Growth Needed	Not Met	
3A. Demonstrates positive, professional relationships with district personnel				
3B. Demonstrates positive relationships with patrons/ community				
3C. Demonstrates positive relationships with other administrators				
Standard 4 Professional Responsibilities	Met	Growth Needed	Not Met	
4A. Demonstrates a knowledge of the legal basis for special education				
4B. Provides recommendations for the development and adoption of district policies and procedures to ensure compliance with all special education requirements				
4C. Provides for effective implementation of district policies and procedures that ensure compliance with all special education requirements				
4D. Participates in professional growth activities				
4E. Demonstrates a sense of professional responsibility				

BOYLE COUNTY SCHOOLS
 SUMMATIVE CONFERENCE FORM
FOR DIRECTORS OF PUPIL PERSONNEL
 ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
 PROFESSIONAL GROWTH PLAN/ SUMMATIVE EVALUATION

These standards are in addition to the standards for administrators.

(Evaluator and evaluatee discuss and complete prior to developing the teacher’s professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee _____
 Evaluator/ Observer _____ Position _____
 Date of Conference (analysis) _____ School _____

Standards Performance Criteria				Comments
Standard 1 Student Services/ Program	Met	Growth Needed	Not Met	
1A. Acts as liaison with local and state agencies in seeking solutions to the problems of school children				
1B. Works with authorities of the Juvenile Court in matters involving children				
1C. Works on the identification of problems originating from broken homes, neglectful parents, economic conditions in marginal families and mental illness of parents or child				
1D. Serves as liaison between the family court and school system in cases where students have been delinquent outside school				
1E. Supports services to schools				
1F. Assists all principals and teachers in matters of attendance				
1G. Interprets pupil personnel policies and methods to school personnel, parents, children, and community				
1H. Works closely with teachers, school nurses, guidance counselors, and principals regarding students who are absent or tardy frequently and who have not responded to the correction efforts made by the building principal				
1I. Works with a district-wide committee on an annual review of the District Code of Conduct and facilities revision as needed				

Standard 2 Management	Met	Growth Needed	Not Met	Comments:
2A. Enforces the compulsory attendance law				
2B. Compiles all records and reports relating to attendance and pupil counting				
2C. Checks on all non-resident pupils for contract purposes				
2D. Plans and supervises the conducting of the annual school census				
2E. Furnishes certificates of school records upon request				
2F. Carries out directives and instructions from State Department of Pupil Attendance and Accounting				
Standard 3 Interpersonal Relationships	Met	Growth Needed	Not Met	
3A. Demonstrates positive interpersonal relationships with students				
3B. Demonstrates positive interpersonal relationships with staff				
3C. Demonstrates positive interpersonal relationships with other administrators				
3D. Demonstrates positive interpersonal relationships with parents/ community				
Standard 4 Professional Duties and Responsibilities	Met	Growth Needed	Not Met	
4A. Is punctual in the performance of duties				
4B. Participates in professional development activities to continually upgrade skills				
4C. Makes studies of new practices and techniques for improving the keeping of records				
4D. Attends meetings and other school related programs as necessary and appropriate				
4E. Develops and implements KERA activities that are designed to carry out the goals of the school district				

BOYLE COUNTY SCHOOLS
SUMMATIVE CONFERENCE FORM
FOR **SUPERINTENDENTS**
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
PROFESSIONAL GROWTH PLAN/ SUMMATIVE EVALUATION

These standards are in addition to the standards for administrators.

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee _____
 Evaluator/ Observer _____ Position _____
 Date of Conference (analysis) _____

Standards Performance Criteria				Comments
Standard 1 Educational Leadership	Met	Growth Needed	Not Met	
1A. Ensures the Board of Education is informed of the conditions of the district's educational system				
1B. Assures effective communication between the Board and staff				
1C. Develops and recommends the overall objectives of the educational system				
1D. Advises the Board on items requiring Board action				
1E. Interprets and executes the intent of Board policy				
1F. Supports board action to public and staff				
1G. Implements the district's Consolidated Plan				
1H. Participates with staff and Board in curriculum development				
1I. Serves as the personnel official for the district and authorizes the employment and dismissal of all personnel				
1J. Ensures that the district is staffed with competent people who are delegated authority commensurate with their responsibilities				
Standard 2 District-wide Management	Met	Growth Needed	Not Met	
2A. Directs the development of high professional standards in educational achievement, utilization and professional growth of staff				
2B. Supports performance evaluation of all staff and encourages professional growth				
2C. Demonstrates knowledge of school law				

2D. Develops and recommends to the Board long-range plans consistent with population trends				
2E. Works effectively with the Kentucky Department of Education				
2F. Works effectively with the universities in the Teacher Training Program and other educational activities				
2G. See that an appropriate energy savings plan is developed for the district				
2H. Collaborates with appropriate local and state officials to convey the area's education needs and to offer solutions to such needs				
2I. Assures that all funds, physical assets, and other property are properly administered and safeguarded				
2J. Supervises operations, insisting on competent, efficient operation				
Standard 3 Interpersonal Relationships	Met	Growth Needed	Not Met	
3A. Supervises development of sound policies relative to organization of school system				
3B. Establishes clear job descriptions and line/staff chain of command				
3C. Maintains positive communication/relationships with educational staff				
3D. Delegates authority appropriately				
3E. Involves staff in planning				
3F. Maintains open channels of communication with board				
3G. Maintains effective communication/relations with community				
3H. Maintains effective communication/relations with professional organizations impacting district				
Standard 4 Professional Responsibilities	Met	Growth Needed	Not Met	Comments:
4A. Defends principle and conviction in the face of pressure and partisan influence				
4B. Maintains honesty and integrity in all professional matters				
4C. Earns respect and standing among professional colleagues				
4D. Devotes time and energy to job				
4E. Assumes responsibility for professional growth				
4F. Remains calm and exercises good judgment in crisis situations				
4G. Works with other Board of Education employees and advisor, including the auditor, attorney, architect, and consultants				

BOYLE COUNTY SCHOOLS
 SUMMATIVE CONFERENCE FORM
FOR CURRICULUM COORDINATOR
 ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
 PROFESSIONAL GROWTH PLAN/ SUMMATIVE EVALUATION

These standards are in addition to the standards for administrators.

(Evaluator and evaluatee discuss and complete prior to developing the teacher’s professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee _____
 Evaluator/ Observer _____ Position _____
 Date of Conference (analysis) _____ School _____

Standards Performance Criteria				Comments
Standard 1 Instructional Leadership	Met	Growth Needed	Not Met	
1A. Works with staff and parents to analyze curriculum needs of the schools and district				
1B. Provides leadership for curriculum development for ALL students				
1C. Facilitates the implementation of the curriculum through input into program and assessment decisions, professional development, and instructional materials				
1D. Provides positive direction and acts as a resource to administrative and supervisory staff				
1E. Assists with providing effective professional development and staff training				
1F. Stays abreast of best practices in education and communicates this information to the staff and community				
1G. Prepares grant proposals to support development of curriculum and instruction				
Standard 2 Program Management	Met	Growth Needed	Not Met	
2A. Demonstrates effective administrative skills				
2B. Demonstrates effective communication skills				
2C. Demonstrates effective problem-solving and decision-making skills				
2D. Demonstrates effective organizational skills				
Standard 3 Interpersonal Relationships	Met	Growth Needed	Not Met	Comments
3A. Demonstrates positive, professional relationships with district personnel				
3B. Demonstrates positive relationships				

with parents/ community				
3C. Demonstrates positive, interpersonal relationships with administrators/ supervisors				
Standard 4 Professional Responsibilities	Met	Growth Needed	Not Met	
4A. Participates as an active member of professional organizations and attends meetings and conferences				
4B. Demonstrates a sense of professional responsibility				
4C. Participates in professional growth activities				

Tenured _____
 Non-Tenured _____

**BOYLE COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR TEACHERS**

(This summarizes all the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Grade/Content Area _____
 Evaluator _____ Position _____
 School _____

<u>Teacher Standards</u>	<u>Meets</u>	Ratings	<u>*Does not Meet</u>
1. Demonstrates Professional Leadership	_____		_____
2. Demonstrates Knowledge of Content	_____		_____
3. Designs/Plans Instruction	_____		_____
4. Creates/Maintains Learning Climate	_____		_____
5. Implements/Manages Instruction	_____		_____
6. Assesses and Communicates Learning Results	_____		_____
7. Reflects/Evaluates Teaching/Learning	_____		_____
8. Collaborates with Colleagues/Parents/Others	_____		_____
9. Engages in Professional Development	_____		_____
10. Demonstrates Implementation of Technology	_____		_____
Overall Rating	_____		_____

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

1.____ 2.____ 3.____ 4.____ 5.____ 6.____ 7.____ 8.____ 9.____ 10.____

Evaluatee's comments: _____

Evaluator's comments: _____

To be signed after all information above has been completed and discussed:

Signature **Date**

Opportunities for appeal processes at both the local and state levels are a part of Boyle County Public Schools evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

*Any rating in the "does not meet" column, requires the development of an Individual Corrective Action Plan.

Tenured _____
 Non-Tenured _____

**BOYLE COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR SPECIAL EDUCATION TEACHERS**

(This summarizes all the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Grade/Content Area _____
 Evaluator _____ Position _____
 School _____

<u>Standards</u>	<u>Meets</u>	Ratings	<u>*Does not Meet</u>
1. Instructional Process	_____		_____
2. Classroom Management	_____		_____
3. Interpersonal Relationships	_____		_____
4. Professional Responsibilities	_____		_____
Overall Rating	_____		_____

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

1. _____ 2. _____ 3. _____ 4. _____

Evaluatee's comments: _____

Evaluator's comments: _____

To be signed after all information above has been completed and discussed.

Signature **Date**

Opportunities for appeal processes at both the local and state levels are a part of the Boyle County Schools evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

* Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

Tenured _____
 Non-Tenured _____

**BOYLE COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR ADMINISTRATORS**

(This summarizes all the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Grade/Content Area _____
 Evaluator _____ Position _____
 School _____

<u>Administrator Standards</u>	<u>Meets</u>	Ratings	<u>*Does not Meet</u>
1. Vision of learning	_____		_____
2. School Culture and Instructional Program	_____		_____
3. Management	_____		_____
4. Collaborating with families and community	_____		_____
5. Acting with integrity, fairness and in an ethical manner	_____		_____
6. Promotes success of all students	_____		_____
Overall Rating	_____		_____

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

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Evaluatee's comments: _____

Evaluator's comments: _____

To be signed after all information above has been completed and discussed:

Signature **Date**

Opportunities for appeal processes at both the local and state levels are a part of Boyle County Public Schools evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

*Any rating in the "does not meet" column, requires the development of an Individual Corrective Action Plan.

Tenured _____
 Non-Tenured _____

**BOYLE COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR LIBRARIANS & MEDIA SPECIALISTS**

(This summarizes all the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences and other documentation.)

Evaluatee _____ Grade/Content Area _____
 Evaluator _____ Position _____
 School _____

Standards	Meets	Ratings	*Does not meet
1. Demonstrates proficiency in the management and administration of the library media center.	_____		_____
2. Provides exemplary resources through collection development.	_____		_____
3. Provides effective library media services.	_____		_____
4. Enables students to become effective information users.	_____		_____
5. Assumes responsibility for professional growth practices.	_____		_____
Overall Rating	_____		_____

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

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Evaluatee's comments:

Evaluator's comments:

To be signed after all information above has been completed and discussed.

Signature Date

Opportunities for appeal processes at both the local and state levels are a part of the Boyle County Schools evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

Tenured _____
 Non-Tenured _____

**BOYLE COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR GUIDANCE COUNSELORS**

(This summarizes all the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Grade/Content Area _____
 Evaluator _____ Position _____
 School _____

<u>Standards</u>	<u>Meets</u>	Ratings	<u>*Does not Meet</u>
1. Guidance and Counseling Program	_____		_____
2. Guidance Program Management	_____		_____
3. Interpersonal Relationships	_____		_____
4. Professional Responsibilities	_____		_____
Overall Rating	_____		_____

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

1. _____ 2. _____ 3. _____ 4. _____

Evaluatee's comments: _____

Evaluator's comments: _____

To be signed after all information above has been completed and discussed.

Signature **Date**

Opportunities for appeal processes at both the local and state levels are a part of the Boyle County Schools evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

* Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

Tenured _____
 Non-Tenured _____

**BOYLE COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR NEW COUNSELORS**

(This summarizes all the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Level/Content Area _____
 Evaluator _____ Position _____
 School _____

<u>Standards</u>	<u>Meets</u>	Ratings	<u>*Does not Meet</u>
1. Program Management, Research & Development	_____		_____
2. Developmental Guidance Curriculum	_____		_____
3. Individual/Small Group Counseling	_____		_____
4. Consultation/Collaboration	_____		_____
5. Coordination	_____		_____
6. Assessment	_____		_____
7. Adheres to Professional Standards	_____		_____
Overall Rating	_____		_____

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

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

Evaluatee's comments: _____

Evaluator's comments: _____

To be signed after all information above has been completed and discussed.

Signature **Date**

Opportunities for appeal processes at both the local and state levels are a part of the Boyle County Schools evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

* Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

Tenured _____
 Non-Tenured _____

**BOYLE COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR SCHOOL PSYCHOLOGISTS**

(This summarizes all the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Grade/Content Area _____
 Evaluator _____ Position _____
 School _____

<u>Standards</u>	<u>Meets</u>	Ratings	<u>*Does not Meet</u>
1. School Psychological Services Program	_____		_____
2. Management	_____		_____
3. Interpersonal Relationships	_____		_____
4. Professional Responsibilities	_____		_____
Overall Rating	_____		_____

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

1. _____ 2. _____ 3. _____ 4. _____

Evaluatee's comments: _____

Evaluator's comments: _____

To be signed after all information above has been completed and discussed.

Signature **Date**

Opportunities for appeal processes at both the local and state levels are a part of the Boyle County Schools evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

* Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

Tenured _____
 Non-Tenured _____

**BOYLE COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR GIFTED & TALENTED COORDINATOR**

(This summarizes all the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Grade/Content Area _____
 Evaluator _____ Position _____
 School _____

<u>Standards</u>	<u>Meets</u>	Ratings	<u>*Does not Meet</u>
1. Instructional Leadership	_____		_____
2. Program Management	_____		_____
3. Interpersonal Relationships	_____		_____
4. Professional Responsibilities	_____		_____
Overall Rating	_____		_____

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

1. _____ 2. _____ 3. _____ 4. _____

Evaluatee's comments: _____

Evaluator's comments: _____

To be signed after all information above has been completed and discussed.

Signature **Date**

Opportunities for appeal processes at both the local and state levels are a part of the Boyle County Schools evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

* Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

Tenured _____
 Non-Tenured _____

**BOYLE COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR FEDERAL PROGRAMS COORDINATORS**

(This summarizes all the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Federal Program _____
 Evaluator _____ Position _____
 School _____

<u>Standards</u>	<u>Meets</u>	Ratings	<u>*Does not Meet</u>
1. Instructional Duties	_____		_____
2. Program Management	_____		_____
3. Interpersonal Relationships	_____		_____
4. Professional Responsibilities	_____		_____
Overall Rating	_____		_____

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

1. _____ 2. _____ 3. _____ 4. _____

Evaluatee's comments: _____

Evaluator's comments: _____

To be signed after all information above has been completed and discussed.

Signature **Date**

Opportunities for appeal processes at both the local and state levels are a part of the Boyle County Schools evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

* Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

Tenured _____
 Non-Tenured _____

**BOYLE COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR INSTRUCTIONAL SUPERVISORS**

(This summarizes all the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Grade/Content Area _____
 Evaluator _____ Position _____
 School _____

<u>Standards</u>	Ratings	
	<u>Meets</u>	<u>*Does not Meet</u>
1. Instructional Leadership	_____	_____
2. Program Management	_____	_____
3. Interpersonal Relationships	_____	_____
4. Professional Responsibilities	_____	_____
Overall Rating	_____	_____

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

1. _____ 2. _____ 3. _____ 4. _____

Evaluatee's comments: _____

Evaluator's comments: _____

To be signed after all information above has been completed and discussed.

Signature **Date**

Opportunities for appeal processes at both the local and state levels are a part of the Boyle County Schools evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

* Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

**BOYLE COUNTY SCHOOLS
SUMMATIVE EVALUATION FOR DIRECTOR OF TRANSPORTATION**

(This summarizes all the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences, and other documentation.)

Evaluatee _____
 Evaluator _____ Position _____
 School _____

<u>Standards</u>	<u>Ratings Meets</u>	<u>*Does not Meet</u>
1. Educational Leadership	_____	_____
2. Program Management	_____	_____
3. Interpersonal Relationships	_____	_____
4. Professional Responsibilities	_____	_____
Overall Rating	_____	_____

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

1. _____ 2. _____ 3. _____ 4. _____

Evaluatee's comments: _____

Evaluator's comments: _____

To be signed after all information above has been completed and discussed.

Signature **Date**

Opportunities for appeal processes at both the local and state levels are a part of the Boyle County Schools evaluation plan.

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

* Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

**BOYLE COUNTY SCHOOLS
SUMMATIVE EVALUATION FOR PRESCHOOL COORDINATOR**

(This summarizes all the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences, and other documentation.)

Evaluatee _____
 Evaluator _____ Position _____
 School _____

<u>Standards</u>	<u>Ratings Meets</u>	<u>*Does not Meet</u>
1. Instructional Leadership	_____	_____
2. Program Management	_____	_____
3. Interpersonal Relationships	_____	_____
4. Professional Responsibilities	_____	_____
Overall Rating	_____	_____

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

1. _____ 2. _____ 3. _____ 4. _____

Evaluatee's comments: _____

Evaluator's comments: _____

To be signed after all information above has been completed and discussed.

Signature **Date**

Opportunities for appeal processes at both the local and state levels are a part of the Boyle County Schools evaluation plan.

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

* Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

**BOYLE COUNTY SCHOOLS
SUMMATIVE EVALUATION FOR EXTENDED SCHOOL SERVICES COORDINATORS**

(This summarizes all the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences, and other documentation.)

Evaluatee _____
 Evaluator _____ Position _____
 School _____

<u>Standards</u>	<u>Ratings Meets</u>	<u>*Does not Meet</u>
1. Instructional Leadership	_____	_____
2. Program Management	_____	_____
3. Interpersonal Relationships	_____	_____
4. Professional Responsibilities	_____	_____
Overall Rating	_____	_____

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

1. _____ 2. _____ 3. _____ 4. _____

Evaluatee's comments: _____

Evaluator's comments: _____

To be signed after all information above has been completed and discussed.

Signature **Date**

Opportunities for appeal processes at both the local and state levels are a part of the Boyle County Schools evaluation plan.

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

* Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

**BOYLE COUNTY SCHOOLS
SUMMATIVE EVALUATION FOR DISTRICT TECHNOLOGY COORDINATOR**

(This summarizes all the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences, and other documentation.)

Evaluatee _____
 Evaluator _____ Position _____
 School _____

<u>Standards</u>	<u>Ratings Meets</u>	<u>*Does not Meet</u>
1. Educational Leadership	_____	_____
2. Program Management	_____	_____
3. Interpersonal Relationships	_____	_____
4. Professional Responsibilities	_____	_____
Overall Rating	_____	_____

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

1. _____ 2. _____ 3. _____ 4. _____

Evaluatee's comments: _____

Evaluator's comments: _____

To be signed after all information above has been completed and discussed.

Signature **Date**

Opportunities for appeal processes at both the local and state levels are a part of the Boyle County Schools evaluation plan.

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

* Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

**BOYLE COUNTY SCHOOLS
SUMMATIVE EVALUATION FOR DISTRICT ASSESSMENT COORDINATOR**

(This summarizes all the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences, and other documentation.)

Evaluatee _____
 Evaluator _____ Position _____
 School _____

<u>Standards</u>	<u>Ratings Meets</u>	<u>*Does not Meet</u>
1. Program	_____	_____
2. Management	_____	_____
3. Interpersonal Relationships	_____	_____
4. Professional Responsibilities	_____	_____
Overall Rating	_____	_____

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

1. _____ 2. _____ 3. _____ 4. _____

Evaluatee's comments: _____

Evaluator's comments: _____

To be signed after all information above has been completed and discussed.

Signature **Date**

Opportunities for appeal processes at both the local and state levels are a part of the Boyle County Schools evaluation plan.

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

* Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

**BOYLE COUNTY SCHOOLS
SUMMATIVE EVALUATION FOR DIRECTOR OF SPECIAL EDUCATION**

(This summarizes all the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences, and other documentation.)

Evaluatee _____
 Evaluator _____ Position _____
 School _____

<u>Standards</u>	<u>Ratings Meets</u>	<u>*Does not Meet</u>
1. Educational Leadership	_____	_____
2. Program Management	_____	_____
3. Professional Relationships	_____	_____
4. Professional Responsibilities	_____	_____
Overall Rating	_____	_____

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

1. _____ 2. _____ 3. _____ 4. _____

Evaluatee's comments: _____

Evaluator's comments: _____

To be signed after all information above has been completed and discussed.

Signature **Date**

Opportunities for appeal processes at both the local and state levels are a part of the Boyle County Schools evaluation plan.

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

* Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

**BOYLE COUNTY SCHOOLS
SUMMATIVE EVALUATION FOR DIRECTOR OF PUPIL PERSONNEL**

(This summarizes all the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences, and other documentation.)

Evaluatee _____
 Evaluator _____ Position _____
 School _____

<u>Standards</u>	<u>Ratings Meets</u>	<u>*Does not Meet</u>
1. Student Services/ Program	_____	_____
2. Management	_____	_____
3. Interpersonal Relationships	_____	_____
4. Professional Responsibilities	_____	_____
Overall Rating	_____	_____

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

1. _____ 2. _____ 3. _____ 4. _____

Evaluatee's comments: _____

Evaluator's comments: _____

To be signed after all information above has been completed and discussed.

Signature **Date**

Opportunities for appeal processes at both the local and state levels are a part of the Boyle County Schools evaluation plan.

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

* Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

Tenured _____
 Non-Tenured _____

**BOYLE COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR SUPERINTENDENT**

(This summarizes all the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Grade/Content Area _____
 Evaluator _____ Position _____

<u>Standards</u>	<u>Ratings Meets</u>	<u>*Does not Meet</u>
1. Educational Leadership	_____	_____
2. District-wide Management	_____	_____
3. Interpersonal Relationships	_____	_____
4. Professional Responsibilities	_____	_____
Overall Rating	_____	_____

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

1. _____ 2. _____ 3. _____ 4. _____

Evaluatee's comments: _____

Evaluator's comments: _____

To be signed after all information above has been completed and discussed.

Signature **Date**

Opportunities for appeal processes at both the local and state levels are a part of the Boyle County Schools evaluation plan.

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

* Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

Tenured _____
 Non-Tenured _____

**BOYLE COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR CURRICULUM COORDINATOR**

(This summarizes all the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences, and other documentation.)

Evaluatee _____
 Evaluator _____ Position _____
 School _____

<u>Standards</u>	<u>Ratings Meets</u>	<u>*Does not Meet</u>
1. Instructional Leadership	_____	_____
2. Program Management	_____	_____
3. Interpersonal Relationships	_____	_____
4. Professional Responsibilities	_____	_____
Overall Rating	_____	_____

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

1. _____ 2. _____ 3. _____ 4. _____

Evaluatee's comments: _____

Evaluator's comments: _____

To be signed after all information above has been completed and discussed.

Signature **Date**

Opportunities for appeal processes at both the local and state levels are a part of the Boyle County Schools evaluation plan.

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

* Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

APPEALS PANEL ROTATION

	July 1, 2006- June 30, 2007	July 1, 2007- June 30, 2008
Elected	Dudley Spoonamore	
Elected	Sarah Ann Webb	
Alternate	Judy Mountjoy	
Alternate	Sherry Jones	
Board Appointed	Debbie Mullaney	
Board Appointed Alternate	Mark Wade	