

Bracken County Schools Certified Evaluation Plan

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**Evaluation Plan Approved March 9, 2009

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Bracken County Board Of Education
Professional Growth and Evaluation Plan
For
Certified Employees

STATEMENT OF PURPOSE

In accordance with Senate Bill 77, the Bracken County Schools' Professional Growth and Evaluation Plan is designed to promote the improvement of instruction, the establishment of staff accountability, and to provide support for individual personnel decisions. Improved instruction and accountability will be achieved through continuous assessment of individual performance and provision for professional growth. The degree to which the certified employee successfully meets the expectations of this evaluation plan will be considered in making individual personnel decisions. Properly implemented, this plan will ensure the highest performance standards expected by the Bracken County school system and community.

EVALUATION IS . . .

The process of assessing or determining the effectiveness of performances and products:

- To promote the continuation of professional competence;
- To identify areas for professional growth; and
- To assist in making personnel decisions for the purpose of improving instruction, curriculum, assessment, and other professional responsibilities.

The Bracken County Schools' Evaluation Plan will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

Evaluation System Components

(704 KAR 3:346 – Evaluation Guidelines)

“Evaluation means the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning...based on predetermined criteria, through periodic observation and other documents such as portfolios, peer reviews, products and performances. Evaluation shall also include the establishment and monitoring of a professional growth plan.”

- “An evaluation committee consisting of equal number of teachers and administrators shall develop evaluation procedures and forms.”
- “The evaluation procedures and forms shall be designed to foster professional growth and to support individual personnel decision.”
- “The evaluation system shall include a professional growth plan aligned with specific goals and objectives of the consolidated and professional development plans and shall be reviewed annually.”
- Professional growth plan means a plan whereby the person being evaluated establishes goals for enrichment, and development and the assistance of the evaluator is identified. The individualized plan includes objectives, a plan for achieving the objectives, and method for evaluating success. The individualized professional growth plan shall be aligned with the specific goals and objectives of the school improvement and professional development or consolidated plans.
- The immediate supervisor of the certified school employee shall be designated as the primary evaluator. At the request of a teacher, observations by other teachers trained in the teacher’s content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers.
- All primary evaluators, with the exception of district Board of Education members, shall be trained, tested, and certified.
- All monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.
- All evaluations of certified employees (with the exception of the Superintendent) shall be in writing on the approved evaluation form for the employee’s job category and become a part of their official personnel record.

Certified School personnel includes:

1. **Administrator:** means any staff person who devoted the majority of his/her employed time to service as a principal, assistant principal, head teacher, supervisor, coordinator, director, assistant director, administrative assistant, finance officer, pupil personnel worker, guidance counselor, or school business administrator including the superintendent and any assistant, associate, or deputy superintendent.
2. **Teacher:** refers to any certified staff person who directly instructs students.
3. **Other support staff:** refers to any certified staff other than teacher or administrator, such as librarians, media specialists, school psychologist, speech therapist, migrant advocate/recruiter, etc.
4. **See Appendix A for other evaluation terms and definitions.**

NOTE: Principals serve as primary supervisors and evaluators for **all** school-based personnel including assistant principals, guidance counselors, and support staff. Superintendents serve as primary supervisors of principals and other central office staff. Other district-wide support staff will be assigned to central office personnel for supervision and evaluation purposes.

(KRS 156.101—Instructional Leader defined)

The evaluation system shall include a plan whereby the person evaluated is given assistance for becoming more proficient as a teacher.

PROFESSIONAL GROWTH AND EVALUATION ORIENTATION FOR CERTIFIED PERSONNEL

Principals and school administrators must provide the certified personnel with an explanation to and discussion of the local evaluation performance criteria no later than the end of the first month of reporting for employment for each school year. The district evaluation and professional development coordinator(s) are the local resources to assist the school administrator.

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

1. Performance Standards with Indicators
2. Pre-Observation Form,
3. Summative Conferencing Form,
4. Summative Evaluation Form, and
5. Individual Professional Growth Plan Form.

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

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

EVALUATION TIMELINE FOR CERTIFIED PERSONNEL

- I. The Evaluation Orientation must furnish employees a timeline and evaluation requirements.
- II. By August 1
 - A. Orientation of evaluators to the local evaluation plan.
 - B. Review specific evaluation instruments.
 - C. Establish current year evaluation cycle.
- III. By September 15
 - A. Orientation of staff to the evaluation plan—building principal will brief the certified staff to the district evaluation plan at the opening of school each year. This is to be completed the first 30 days of employment. The superintendent will brief principals and Central Office staff.
 1. Evaluation schedule—a schedule of teachers to be evaluated for the three-year cycle and their immediate supervisor (primary evaluator) shall be communicated to the staff.
 - a. Tenured—are to be evaluated at least twice formatively and once summatively within a three-year cycle. Multiple formative observations for tenured teachers may be scheduled at the discretion of the evaluator or when the initial observation is unsatisfactory.
 - b. Non-tenured—are to be evaluated with multiple (at least twice) formative observations each year until awarded tenured status and once summatively.
 - c. Itinerant—are to be evaluated according to tenured/non-tenured status and with collaboration among principals to determine which year(s) of the three-year cycle will be designated. Each itinerant teacher will be assigned a base school whose Principal will be the immediate supervisor and primary evaluator.
 - d. Administrators shall be evaluated once summatively on an annual basis.
 2. Forms will be reviewed and discussed with staff.
 - a. Pre-observation worksheet—form to be completed by the evaluatee prior to the pre-observation conference
 - b. Formative evaluation report—the form that is used to determine the teacher’s effectiveness with predetermined criteria and standards of measurement. This form becomes part of the personnel file at the school level.
 - c. Professional Growth Plan—a report to be completed during the formative/summative conferences that will provide a plan of growth for the evaluatee.

- d. Summative evaluation report—the final report that will summarize the formative data and result in an evaluator’s assessment of the evaluatee’s performance and becomes part of the evaluatee’s school and district personnel file.
 - e. Corrective action plan—a specific report completed by both the evaluator and evaluatee which identifies specific area(s) of need to correct immediately and becomes part of the evaluatee’s school and district personnel file.
3. Job descriptions—will be made available or accessible to all certified staff.
 4. Evaluation plan revisions—any changes, additions, and/or deletions to the plan will be discussed.
 5. Appeal procedure—will be discussed to clarify the appropriate procedure in the event of its need.
- B. Preparation of teacher folders—prior to the beginning classroom observations, the principal will prepare folders for the teachers scheduled for the current year’s evaluation cycle. Each folder will include the following by the end of the year’s cycle:
1. Pre-observation worksheet
 2. Scripting notes
 3. Formative evaluation report
 4. Professional Growth plan
 5. Summative evaluation report
 6. A list of other documents/products that will be a part of the evaluation process (i.e., teacher portfolio, technology integration, portfolio prompts, open response items, unit plans, lesson plan reviews, etc.)
- C. Informal rapport-building classroom visits—principals will conduct these in an effort to become better acquainted with the evaluatee, the employee’s teaching style and develop an atmosphere of mutual trust and interest. Principal may collect data to support summative evaluation process.
- D. At least one visit per certified staff member—each faculty member shall be visited at least once each year, formally or informally
- IV. By November 15, (Non-tenured Teachers and Tenured teachers):
- A. Formative Evaluation Sequence -Continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee’s professional growth and performance.

1. Evaluatee completes pre-observation worksheet prior to the pre-observation conference.
2. Pre-observation conference—meeting between the evaluatee and evaluator to discuss the classroom observation.
3. Classroom observation—principal visits classroom to collect data concerning teacher behaviors. Initial formative classroom observation shall be at least 45 minutes to include at least 20 minutes of coding by the evaluator. All monitoring and observation will be with the full knowledge of the evaluatee.
4. Formative evaluation conference/professional growth plan—formative evaluation conference to discuss the formative evaluation report, develop a Professional Growth Plan, and provide copies to the evaluatee. A formative evaluation conference will occur within one workweek following each formative observation.
5. The intern evaluation process for KTIP will be used to complete the Summative Evaluation Form of the district.
6. Repeat steps 1-4 for non-tenured and tenured teachers. **Tenured teachers receiving “does not meet district standards” on any criteria on the formative evaluation report shall also repeat steps 1-4.** The instrument used for collecting data following the initial formative observation may be selected at evaluator discretion (i.e., timeline, anecdotal records, scripting, checklists, etc.)
7. At the request of a teacher, observations by other teachers trained in the teacher’s content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, 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.
8. All personnel are expected to achieve an overall rating of ninety percent for both performance indicators and standards in order to meet the Bracken County School district’s standards for re-employment.
9. An Employee Intensive Assistance Team may be required for tenured or non-tenured teachers “not meeting district standards”.
10. The Bracken County School District will allow ample time between required formative observation for the employee to engage in growth activities for correcting and identifying weaknesses. A timeline will be developed for the improvement plan.

V. By March 15,

B. Summative Evaluation/Conference Report—summary of and conclusions from, the evaluation data, including formative evaluation data; final report will summarize the formative data and result in an evaluator’s assessment of the evaluatee’s performance and becomes part of the evaluatee’s school and district personnel file. Provide Copies to the Evaluatee.

- VI. By April 1
- A. File formative and a copy of summative evaluation reports in the principal's office—these reports will enable principals to monitor the three-year cycle effectively.
 - B. File the original summative evaluation report and the Individual Growth Plan in the superintendent's office—this report becomes part of the certified employee's personnel record.
 - C. Meeting of evaluation ad hoc committee to review and revise the evaluation plan annually.
 - D. Turn in tracking report form to Central Office.
- VII. Appeal Procedure (See pages 166-169.) If the evaluatee believes the formative/summative assessments are inaccurate, unfair, or the evaluation procedures were abridged in some manner, they have the right to an appeal in writing to the Bracken County Evaluation Appeals Panel. The written appeal will be filed in the evaluatee's personnel file at the school and district level.

INTERNSHIP/PROFESSIONAL GROWTH AND EVALUATION PROCESSES (Education Administrators)

INTERN PRINCIPAL	ALL SCHOOL ADMINISTRATORS (except local district superintendent)
less than one (1) year experience	one (1) or more years experience
All certified employees (school administrators) shall be made aware no later than the end of the first month of reporting for employment for each school year of the criteria on which they are to be evaluated.	
FORMATIVE PHASE (data collection)	
Initial Conference and Pre-conference(s) (prior to each observation)	Pre-conference(s) (prior to each observation)
<ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where 4. activity observed 5. other exchange of information 	<ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where 4. activity observed 5. other exchange of information
Formative Observations	Formative Observations
*1. Minimum of three (3) per year when results are satisfactory. <ol style="list-style-type: none"> 2. prior to each formative conference 3. use PIP Form *More observations shall occur when results are unsatisfactory.	*1. Minimum of one per year when results are satisfactory. <ol style="list-style-type: none"> 2. prior to each formative conference *More observations shall occur when results are unsatisfactory.
Formative Conferences (post)	Formative Conferences (post)
*1. minimum of three (3) per year <ol style="list-style-type: none"> 2. intern/intern committee 3. conference with intern follows observation 4. open discussion of observation and feedback to principal regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities 6. written reports *More conferences may occur when observation results are unsatisfactory	*1. minimum of one per year <ol style="list-style-type: none"> 2. evaluator/evaluatee 3. within one (1) work-week following each observation 4. open discussion of observation and feedback to evaluatee regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities *More conferences may occur when observation results are unsatisfactory
SUMMATIVE PHASE (decision-making)	
Summative Evaluation	Summative Evaluation
<ol style="list-style-type: none"> 1. one time 2. summary/conclusions from all formal and informal evaluation data 3. written report and decision 	<ol style="list-style-type: none"> 1. once each year 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report
Summative Conference (post)	Summative Conference (post)
<ol style="list-style-type: none"> 1. discussion between intern and intern committee 2. one time 3. includes all data collected 4. held at the end of the cycle 5. completed (written) report provided to the intern 6. establish/revise individual professional growth plan 	<ol style="list-style-type: none"> 1. discussion between person evaluated and evaluator 2. once each year 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) evaluation report provided to person evaluated 6. discuss/establish/revise individual professional growth plan
District personnel files shall contain:	
<ol style="list-style-type: none"> 1. Summative evaluation (completed form) per administrator at the end of the evaluation cycle. 2. Individual professional growth plan per administrator/per evaluation cycle (reviewed annually). Intern records maintained according to PIP 704 KAR 20:470	
Interns are subject to the local district evaluation guidelines and a summative, as prescribed, is required.	

INTERNSHIP/PROFESSIONAL GROWTH AND EVALUATION PROCESSES

INTERN TEACHER	EXPERIENCED TEACHERS	
NON-TENURED	NON-TENURED	TENURED
less than one (1) year	one (1) through four (4) years	more than four (4) years
All certified employees shall be made aware no later than the end of the first month of reporting for employment for each school year of the criteria on which they are to be evaluated.		
FORMATIVE PHASE (data collection)		
Initial Conference and Pre-conference(s) (prior to each observation)	Pre-conference(s) (prior to each observation)	Pre-conference(s) (prior to each observation)
<ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information 	<ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information 	<ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information
Formative Observations	Formative Observations	Formative Observations
<ol style="list-style-type: none"> *1. Minimum of three (3) per year when results are satisfactory 2. prior to each formative conference 3. use KTIP Form <p>*More observations may occur when results are unsatisfactory</p>	<ol style="list-style-type: none"> *1. Minimum of two (2) per year when results are satisfactory 2. prior to each formative conference <p>*More observations may occur when results are unsatisfactory</p>	<ol style="list-style-type: none"> *1. Minimum of two (2) every three (3) years when results are satisfactory 2. prior to each formative conference <p>*More observations may occur when results are unsatisfactory</p>
Formative Conferences (post)	Formative Conferences (post)	Formative Conferences (post)
<ol style="list-style-type: none"> 1. *minimum of three (3) per year 2. intern/intern committee 3. conference with intern follows observation 4. open discussion of observation and feedback to teacher regarding performance/products 5. discuss/establish/revise individual professional growth plan/activities 6. written reports <p>*More conferences may occur when observation results are unsatisfactory</p>	<ol style="list-style-type: none"> 1. *minimum of two (2) per year 2. evaluator/evaluatee 3. within one (1) work-week following each observation 4. open discussion of observation and feedback to teacher regarding performance/products 5. discuss/establish/revise individual professional growth plan/activities <p>*More conferences may occur when observation results are unsatisfactory</p>	<ol style="list-style-type: none"> 1. *minimum of two (2) every (3) three year period when results are satisfactory 2. evaluator/evaluatee 3. within one (1) work-week following each observation 4. open discussion of observation and feedback to teacher regarding performance/products 5. discuss/establish/revise individual professional growth plan/activities <p>*More conferences may occur when observation results are unsatisfactory</p>
SUMMATIVE PHASE (decision-making)		
Summative Conference (post)	Summative Conference (post)	Summative Conference (post)
<ol style="list-style-type: none"> 1. discussion between intern and intern committee 2. one time 3. includes all data collected 4. held at the end of the cycle 5. completed (written) report provided to the intern 6. establish/revise individual professional growth plan 	<ol style="list-style-type: none"> 1. discussion between person evaluated and evaluator 2. once each year 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) evaluation report provided to person evaluated 6. establish/revise individual professional growth plan 	<ol style="list-style-type: none"> 1. discussion between person evaluated and evaluator 2. once every (3) three-year period 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) evaluation report provided to person evaluated 6. establish/revise individual professional growth plan
Summative Evaluation	Summative Evaluation	Summative Evaluation
<ol style="list-style-type: none"> 1. one time 2. summary/conclusions from all formal and informal evaluation data 3. written report and decision 	<ol style="list-style-type: none"> 1. once each year 2. summary/conclusion from all evaluation data (formative and summative) 3. written evaluation report 	<ol style="list-style-type: none"> 1. minimum of one (1) every (3) three-year period 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report
District personnel files shall contain:		
<ol style="list-style-type: none"> 1. Summative evaluation (completed form) per teacher at the end of the evaluation cycle. 2. Individual professional growth plan per teacher/per evaluation cycle (reviewed annually). 3. Intern records maintained according to KTIP 704 KAR 20:690 		
Interns are subject to the local district evaluation guidelines and a summative, as prescribed, is required.		

CERTIFICATION REQUIREMENTS FOR EVALUATORS

Continued certification as an evaluator shall be contingent upon the completion of a minimum twelve (12) hours of evaluation training every two (2) years from the date of certification.

This training shall be in any one, or a combination, of the following skill areas (delivered from a variety of approved training sources):

1. use of the local evaluation process;
2. identification of effective teaching and management practices;
3. effective observation and conferencing techniques;
4. establishing and assisting with certified employees professional growth plans; or
5. summative evaluation techniques.

KTIP training also satisfies the requirement for evaluation training.

District will also annually train primary evaluators in the local evaluation process. (704 KAR 3:345 Section 6(2)a

Ethical Guidelines for Evaluators of the Bracken County District

I. OPEN (no secrets)

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

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

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

III. REASONABLE (common sense, ethical)

- A. Certified school employees are at various developmental levels (tenured, internist).
- B. Evaluation results, professional growth plans, and completed forms must support personnel decisions.
- C. Inform all evaluatees of their rights to appeal. Appeals must coincide with the district procedures/timelines.

- D. Notify evaluatees in writing any time performance/behaviors/incidents are documented and placed in their personnel files. The evaluatee receives a copy of all entries.
- E. Performance criteria ratings must substantiate each standard rating.

IV. INTERPERSONAL

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

PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL CERTIFIED PERSONNEL

704 KAR 20:680

In 1990, the General Assembly of the Commonwealth of Kentucky enacted landmark legislation for education reform throughout the state. As the Kentucky Education Reform Act is implemented across the state, the Education Professional Standards Board calls Kentucky's educators to reaffirm their commitment to the highest ethical standards. In recognizing the magnitude of our responsibility to learners to society, we offer this Code of Ethics which reflects and promotes the aspirations of our profession.

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

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:

To Students

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
 2. Shall respect the constitutional rights of all students;
 3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
 4. Shall not use professional relationships or authority with students for personal advantage;
 5. 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;
 6. Shall not knowingly make false or malicious statements about students or colleagues;
 7. Shall refrain from subjecting students to embarrassment or disparagement; and
 8. 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 of physical harm; and sexual assault.
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To Parents

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
 2. Shall endeavor to understand community cultures and diverse home environments of students;
 3. Shall not knowingly distort or misrepresent facts concerning educational issues;
 4. Shall distinguish between personal views and the views of the employing educational agency;
 5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
 6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
 7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgement, and shall not offer any of these to obtain special advantage.
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To the Education Profession

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
 2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
 3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
 4. Shall not use coercive means or give special treatment in order to influence professional decisions;
 5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
 6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.
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Section 2.

Violations of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585.

SCRIPTING

Scripting refers to the written notes taken by the observer during an observation.

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

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

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

- ◆ Throughout the scripting process, periodically record the time.

Conferencing

The post-observation conference occurs after each formative observation visit and at the end of the evaluation cycle when the evaluator and the evaluatee conference for the summative evaluation. The post-observation conference must occur **within one workweek** after the observation visit. During the post-observation conference, the evaluatee and the evaluator discuss the observation visit, other documented observations, and various products critiqued.

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

Before the conference:

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

During the conference:

1. Hold conferences in non-threatening environments, such as empty classrooms.
2. Clarify any confusing behaviors observed and document appropriately after discussion.
3. Provide time for input from observee/evaluatee for self-reflecting and self-evaluating his/her performances/behaviors.
4. Provide objective feedback on both strengths and weaknesses of performance criteria observed and documented.
5. Provide specific rather than general feedback.

Conferencing

6. Elicit discussion and input from observee/evaluatee during conference and listen.
7. Allow time for discussion of the individual professional growth plan/activities.
8. Assist in the identification of growth activities, possible resources, and scheduling time for accomplishing activities.

CONFERRING IS:

- ◆ **providing specific feedback**
- ◆ **sharing information**
- ◆ **discussing behaviors**
- ◆ **listening**
- ◆ **discussing growth plans or activities**
- ◆ **clarifying any misinformation concerning behaviors/products**

EVALUATON OF SUPERINTENDENT

The evaluation of the Superintendent is developed and completed by the Bracken County Board of Education.

In accordance with KRS 156.111, continuing education for the Superintendent shall include:

- A: Participation in forty-two (42) hours of KDE approved training over twenty-four (24) months;
- B: Completion of an annual individual growth training plan of at least twenty-one (21) hours.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR EDUCATION ADMINISTRATORS

The following performance evaluation standards and performance criteria are the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders that were adopted by the Education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky.

Review the following standard titles and descriptions of each:

ISLLC Evaluation Standards for Education Administrators	
1. <u>Vision</u>	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.
2. <u>School Culture and Learning</u>	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.
3. <u>Management</u>	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.
4. <u>Collaboration</u>	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.
5. <u>Integrity, Fairness, Ethics</u>	A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
6. <u>Political, Economic, Legal</u>	A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

ISLLC

Evaluation Standards and Performance Criteria for Education Administrators

(All performance criteria may not apply to all administrative positions.)

Standard 1: Vision

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.**

Performances – The administrator facilitates processes and engages in activities ensuring that:

- 1.1 the vision and mission of the school are effectively communicated to staff, parents, students, and community
- 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 the vision shapes the educational programs, plans, and actions
- 1.9 an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
- 1.10 assessment data related to student learning are used to develop the school vision and goals
- 1.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- 1.12 barriers to achieving the vision are identified, clarified, and addressed
- 1.13 needed resources are sought and obtained to support the implementation of the school mission and goals
- 1.14 existing resources are used in support of the school vision and goals
- 1.15 the vision, mission and implementation plans are regularly monitored, evaluated and revised

Standard 2: School Culture and Learning

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.**

Performances – The administrator facilitates process and engages in activities ensuring that:

- 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
- 2.5 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
- 2.15 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 student learning is assessed using a variety of techniques
- 2.18 multiple sources of information regarding performance are used by staff and students
- 2.19 A variety of supervisory and evaluation models is employed
- 2.20 pupil personnel programs are developed to meet the needs of students and their families

Standard 3: Management

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**

Performances – The administrator facilitates processes and engages in activities ensuring that

- 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 entrepreneurially 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 there is effective use of technology to manage school operations
- 3.20 fiscal resources of the school are managed responsibly, efficiently, and effectively
- 3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained
- 3.22 human resource functions support the attainment of school goals
- 3.23 confidentiality and privacy of school records are maintained

Standard 4: Collaboration

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.**

Performances – The administrator facilitates processes and engages in activities ensuring that:

- 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: Integrity, Fairness, Ethics

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

Performances – The administrator facilitates process and engages in activities ensuing that:

- 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 recognized 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

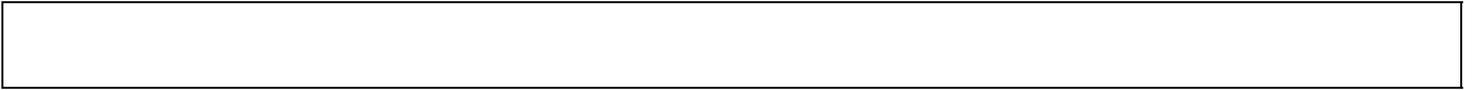
Standard 6: Political, Economic, Legal

A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

Performances – The administrator facilitates process and engages in activities ensuring that:

- 6.1 the environment in which schools operate is influenced on behalf of students and their families
- 6.2 communications 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 community

Notes



PRE-OBSERVATION FORM

[To be completed by the administrator (observee) and observer before the observation visit.]

Administrator (Observee) _____
Position

Observer _____
Position

Site Assignment (School/District) _____
Date _____
Time



ISLLC Standards Targeted # _____ # _____ # _____ # _____

Planned Daily Schedule (May include events such as conference with teacher/classified personnel/
student/parent/community representative, classroom observation, fire drill, assembly, presentation, SBDM
Council activities, etc.)

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

Other comments/concerns:

Professional Growth (Area of Concentration)

_____ Observee's Signature	_____ Date	_____ Observer's Signature	_____ Date
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DATA COLLECTION SUMMARY
(Formative Phase)
Education Administrators

(Information completed on this form should be gathered from specific products and behavior such as observation, work samples, extra-curricular activities, professional development activities, etc.)

Observee _____ Position _____

Observer _____ Position _____

Observation Information: Date _____ Time _____

(If more room is needed for recording purposes, use plain paper and attach to this form indicating a continuation of the page number and standard bullet referenced.)

STANDARDS/PERFORMANCE CRITERIA

Standard 1: Vision	
Knowledge: The administrator has knowledge and understanding of:	
1.1 the vision and mission of the school are effectively communicated to staff, parents, students, and community	1.8 the vision shapes the educational programs, plans, and actions
1.2 the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities	1.9 an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
1.3 the core beliefs of the school vision are modeled for all stakeholders	1.10 assessment data related to student learning are used to develop the school vision and goals
1.3 the vision is developed with and among stakeholders	1.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals
1.4 the contributions of school community members to the realization of the vision are recognized and celebrated	1.12 barriers to achieving the vision are identified, clarified, and addressed
1.5 progress toward the vision and mission is communicated to all stakeholders	1.13 needed resources are sought and obtained to support the implementation of the school mission and goals
1.6 the school community is involved in school improvement efforts	1.14 existing resources are used in support of the school vision and goals

1.15 the vision, mission and implementation plans are regularly monitored, evaluated and revised	
Standard 1: (considerations for professional growth plan)	

DATA COLLECTION SUMMARY

Education Administrators

Standard 2: School Culture and Learning	
Knowledge: The administrator has knowledge and understanding of:	
2.1 all individuals are treated with fairness, dignity, and respect	2.11 multiple opportunities to learn are available to all students
2.2 Professional development promotes a focus on student learning consistent with the school vision and goals	2.12 the school is organized and aligned for success
2.3 Students and staff feel valued and important	2.13 curriculum, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
2.4 the responsibilities and contributions of each individual are acknowledged	2.14 curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
2.5 barriers to student learning are identified, clarified and addressed	2.15 the school culture and climate are assessed on a regular basis
2.6 diversity is considered in developing learning experiences	2.16 a variety of sources in information is used to make decisions
2.7 life long learning is encouraged and modeled	2.17 student learning is assessed using a variety of techniques
2.8 there is a culture of high expectations for self, student, and staff performance	2.18 multiple sources of information regarding performance are used by staff and students

2.9 technologies are used in teaching and learning	2.19 a variety of supervisory and evaluation models is employed
2.10 student and staff accomplishments are recognized and celebrated	2.20 pupil personnel programs are developed to meet the needs of students and their families
Standard 2: (considerations for professional growth plan)	

DATA COLLECTION SUMMARY

Education Administrators

Standard 3: Management	
Knowledge: The administrator has knowledge and understanding of:	
3.1 knowledge of learning, teaching, and student development is used to inform management decisions	3.12 organizational systems are regularly monitored and modified as needed
3.2 operational procedures are designed and managed to maximize opportunities for successful learning	3.13 stakeholders are involved in decisions affecting schools
3.3 emerging trends are recognized, studied, and applied as appropriate	3.14 responsibility is shared to maximize ownership and accountability
3.4 operational plans and procedures to achieve the vision and goals of the school are in place	3.15 effective Problem-framing and problem-solving skills are used
3.5 collective bargaining and other contractual agreements related to the school are effectively managed	3.16 effective conflict resolution skills are used
3.6 the school plant, equipment, and support systems operate safely, efficiently, and effectively	3.17 effective group-process and consensus-building skills are used
3.7 time is managed to maximize attainment of organizational goals	3.18 effective communication skills are used
3.8 potential problems and opportunities are identified	3.19 there is effective use of technology to manage school operations

3.9 problems are confronted and resolved in a timely manner.	3.20 fiscal resources of the school are managed responsibly, efficiently, and effectively
3.10 financial, human, and material resources are aligned to the goals of schools	3.21 a safe, clean, and aesthetically pleasing school environment is created and maintained
3.11 the school acts entrepreneurally to support continuous improvement	3.22 human resource functions support the attainment of school goals
3.23 confidentiality and privacy of school records are maintained	
Standard 3: (considerations for professional growth plan)	

DATA COLLECTION SUMMARY

Education Administrators

Standard 4: Collaboration	
Knowledge: The administrator has knowledge and understanding of:	
4.1 high visibility, active involvement, and communication with the larger community is a priority	4.9 community youth family services are integrated with school programs
4.2 relationships with community leaders are identified and nurtured	4.10 community stakeholders are treated equitably
4.3 information about family and community concerns, expectations, and needs is used regularly	4.11 diversity is recognized and valued
4.4 there is outreach to different business, religious, political, and service agencies and organizations	4.12 effective media relations are developed and maintained
4.5 credence is given to individuals and groups whose values and opinions may conflict	4.13 A comprehensive program of community relations is established
4.6 the school and community serve one another as resources	4.14 public resources and funds are used appropriately and wisely

4.7 available community resources are secured to help the school solve problems and achieve goals	4.15 community collaboration is modeled for staff
4.8 partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals	4.16 opportunities for staff to develop collaborative skills are provided
Standard 4: (considerations for professional growth plan)	

DATA COLLECTION SUMMARY

Education Administrators

Standard 5: Integrity, Fairness, Ethics	
Knowledge: The administrator has knowledge and understanding of:	
5.1 examines personal and professional values	5.9 protects the rights and confidentiality of students and staff
5.2 demonstrates a personal and professional code of ethics	5.10 demonstrates appreciation for and sensitivity to the diversity in the school community
5.3 demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance	5.11 recognized and respects the legitimate authority of others
5.4 serves as a role model	5.12 examines and considers the prevailing values of the diverse school community
5.5 accepts responsibility for school operations	5.13 expects that others in the school community will demonstrate integrity and exercise ethical behavior
5.6 considers the impact of one's administrative practices on others	5.14 opens the school to public scrutiny
5.7 uses the influence of the office to enhance the educational	5.15 fulfills legal and contractual obligations

program rather than for personal gain	
5.8 treats people fairly, equitably, and with dignity and respect	5.16 applies laws and procedures fairly, wisely, and considerately
Standard 5: (considerations for professional growth plan)	

DATA COLLECTION SUMMARY

Education Administrators

Standard 6: Political, Economic, Legal	
Knowledge: The administrator has knowledge and understanding of:	
6.1 the environment in which schools operate is influenced on behalf of students and their families	6.4 the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
6.2 communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate	6.5 public policy is shaped to provide quality education for students
6.3 there is ongoing dialogue with representatives of diverse community groups	6.6 lines of communication are developed with decision makers outside the school community
Standard 6: (considerations for professional growth plan)	

SUMMATIVE CONFERENCING FORM
Education Administrators
ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN
SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the administrator's professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.)

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School/Work Site _____

Standards/Performance Criteria		Performance/Product/Portfolio Ratings			Professional Growth Activities
		(*More than one (1) rating can be checked)			
<i>The education administrator facilitates processes and engages in activities ensuring that:</i>		Meets	Growth Needed	Does Not Meet	Discussed
1: Vision					
1.1	the vision and mission of the school are effectively communicated to staff, parents, students, and community				
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	the vision shapes the educational programs, plans, and actions				
1.9	provides opportunities that encourage collaboration among others in the use of resources				
1.10	assessment data related to student learning is used to develop the school vision and goals				
1.11	relevant demographic data pertaining to students and their families are used in developing the school mission and goals				
1.12	barriers to achieving the vision are identified, clarified, and addressed				
1.13	needed resources are sought and obtained to support the implementation of the school mission and goals				
1.14	existing resources are used in support of the school vision and goals				
1.15	the vision and implementation plans are regularly monitored, evaluated, and revised				
Overall rating for Summative Evaluation Form					

SUMMATIVE CONFERENCING FORM
Education Administrators

2: School Culture and Learning - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>		Meets	Growth Needed	Does Not Meet	Discussed
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				
2.5	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	curriculum, 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				
2.15	the school culture and climate are assessed on a regular basis				
2.16	a variety of sources in information is used to make decisions				
2.17	student learning is assessed using a variety of techniques				
2.18	multiple sources of information regarding performance are used by staff and students				
2.19	a variety of supervisory and evaluation models is employed				
2.20	pupil personnel programs are developed to meet the needs of students and their families				
Overall rating for Summative Evaluation Form					
3: Management - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>		Meets	Growth Needed	Does Not Meet	Discussed
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	there is effective use of technology to manage school operations				
3.20	fiscal resources of the school are managed responsibly, efficiently, and effectively				
3.21	a safe, clean, and aesthetically pleasing school environment is created and maintained				
3.22	human resource functions support the attainment of school goals				
3.23	confidentiality and privacy of school records are maintained				
Overall rating for Summative Evaluation Form					
4: Collaboration - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>		Meets	Growth Needed	Does Not Meet	Discussed
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				

Overall rating for Summative Evaluation Form

5: Integrity, Fairness, Ethics - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>		Meets	Growth Needed	Does Not Meet	Discussed
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 the sensitivity to the diversity in the school community				
5.11	recognized 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				

Overall rating for Summative Evaluation Form

6: Political, Economic, Legal -<i>The education administrator facilitates processes and engages in activities ensuring that:</i>		Meets	Growth Needed	Does Not Meet	Discussed
6.1	the environment in which schools operate is influenced on behalf of students and their families				
6.2	communications 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 equality education for students				
6.6	lines of communication are developed with decision makers outside the school community				

Overall rating for Summative Evaluation Form

*This column provides for one or more rating. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR EXPERIENCED TEACHERS

The following performance evaluation standards and performance criteria have been designed to:

- ◆ represent current teaching practices;
- ◆ reflect KERA initiatives;
- ◆ apply to all K-12 experienced teachers;

EXPERIENCED TEACHER STANDARDS FOR PREPARATION AND CERTIFICATION

Standard 1: Demonstrates Professional Leadership

Standard 2: Demonstrates Knowledge of Content

Standard 3: Designs/Plans Instruction

Standard 4: Creates/Maintains Learning Environment

Standard 5: Implements/Manages Instruction

Standard 6: Assesses and Communicates Learning Results

Standard 7: Reflects/Evaluates Teaching/Learning

Standard 8: Collaborates with Colleagues/Parents/Others

Standard 9: Engages in Professional Development

Standard 10: Demonstrates Implementation of Technology

Preamble to Experience Teacher Standards

The Experienced Teacher Standards identify what effective experienced teachers know and do. While the Standards build upon what new teachers should know and do, they include and exceed new teacher standards. The Experienced Teacher Standards incorporate additional standards that are characteristic of effective, experienced teachers. Instructional processes of effective, experienced teachers demonstrate an understanding of the academic, social, emotional, and physical needs of each learner.

Included with each Experienced Teacher Standard are suggested performance criteria. **It is intended that standards and performance criteria be considered holistically rather than applied as a prescriptive checklist when assessing a teacher's performance.** Furthermore, the performance criteria listed for each standard, while descriptive in nature, are not listed in any order of importance.

EXPERIENCED TEACHER STANDARDS FOR PREPARATION AND CERTIFICATION

Standard 1: Demonstrates Professional Leadership

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

Performance Criteria:

The extent to which the teacher:

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

Standard 2: Demonstrates Knowledge of Content

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

Performance Criteria:

The extent to which the teacher:

- 2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught.
- 2.2. Communicates a current knowledge of discipline(s) taught.
- 2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the 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.

Performance Criteria:

The extent to which the teacher:

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

Standard 4: Creates/Maintains Learning Climate

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.

Performance Criteria:

The extent to which the teacher:

- 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 students 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.

Performance Criteria:

The extent to which the teacher:

- 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.

Performance Criteria:

The extent to which the teacher:

- 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.

Performance Criteria:

The extent to which the teacher:

- 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.

Performance Criteria:

The extent to which the teacher:

- 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.

Performance Criteria:

The extent to which the teacher:

- 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.

Performance Criteria:

The extent to which the teacher:

- 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 productivity 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.

Observation Visit (Formative, Data Collection)

The observer and the observee agree upon an exact date and time for the observation visit. This is achieved by using a Pre-Observation Form. The Pre-Observation Form also provides the observer with other valuable information about the lesson to be observed. The classroom observation should occur within two (2) working days of the pre-observation conference.

The observer will plan and organize the observation visit by:

1. Reviewing the completed Pre-Observation Form and taking it to the observation visit;
2. Allowing enough time to conduct the observation; and,
3. Taking a lined tablet for scripting behaviors during the visit.

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

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

Remember that the post conference **must** occur within one work-week following the observation.

PRE-OBSERVATION FORM

[To be completed by the teacher (observee) and observer prior to the classroom observation visit.]

Teacher (Observee) Position Grade Level(s)

Site(s) Assignment (School/District) No. of Students No. Students w/IEP

Observer Position Date/Time



Academic Expectations Targeted # _____ # _____ # _____ # _____

Major Lesson (Core Content or Unit of Study) _____

Assessment(s) Planned for Lesson or Culminating Performance _____

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

Other comments/concerns:

Professional Growth (Area of Concentration)

_____ Observee's Signature	_____ Date	_____ Observer's Signature	_____ Date
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DATA COLLECTION SUMMARY

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricula activities, professional development activities, etc.)

Observee _____ Content Area Grade(s) _____

Observer _____ Position _____

Classroom Observation Information:

Date _____

Unit of Study/Lesson _____

Time _____

Academic Expectations (No.'s) _____

(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

STANDARDS/PERFORMANCE CRITERIA

Standard 1: Demonstrates Professional Leadership: <i>The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.</i>	
1.1. Builds positive relationships within and between school and community.	1.8. Initiates and develops educational projects and programs.
1.2. Promotes leadership potential in colleagues.	1.9. Practices effective listening, conflict resolution, and group facilitation skills as a team member.
1.3. Participates in professional organizations and activities.	1.10. Demonstrates punctuality and good attendance for all duties.
1.4. Writes and speaks effectively.	1.11. Adheres to school board policies and administrative procedures.
1.5. Contributes to the professional knowledge and expertise about teaching and learning.	1.12. Adheres to the state professional Code of Ethics.
1.6. Guides the development of curriculum and instructional materials.	

<p>1.7.Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.</p>	<p>Standard 1. (Considerations for professional growth plan.)</p>
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<p>Standard 2: Demonstrates Knowledge of Content: <i>The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.</i></p>	
<p>2.1.Communicates a breadth of content knowledge across the discipline(s) to be taught.</p>	<p>2.6.Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.</p>
<p>2.2.Communicates a current knowledge of discipline(s) taught.</p>	<p>2.7.Analyzes sources of factual information for accuracy.</p>
<p>2.3.Demonstrates a general knowledge that allows for integration of ideas and information across the discipline.</p>	<p>2.8.Presents content in a manner that reflects sensitivity to a multicultural and global perspective.</p>
<p>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.</p>	<p>2.9.Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.</p>

2.5.Connects content knowledge to real-world applications.	Standard 2. (Considerations for professional growth plan.)
Standard 3: Designs/Plans Instruction: <i>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.</i>	
3.1.Focuses instruction on one or more of Kentucky’s learning goals and academic expectations.	3.8.Includes creative and appropriate use of technologies (e.g. audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
3.2.Develops instruction that requires students to apply knowledge, skills, and thinking processes.	3.9.Develops and implements appropriate assessment processes.
3.3.Integrates skills, thinking processes, and content across disciplines.	3.10.Secures and uses a variety of appropriate school and community resources to support learning.
3.4.Creates and uses learning experiences that challenge, motivate and actively involve the learner.	3.11.Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
3.5.Creates and uses learning experiences that are developmentally appropriate for learners.	3.12.Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

<p>3.6.Develops and incorporates strategies that address physical, social, and cultural diversity and that show sensitivity to differences.</p>	<p>Standard 3. (Considerations for professional growth plan.)</p>
<p>3.7.Arranges the physical classroom to support the types of teaching and learning that are to occur.</p>	
<p>Standard 4: Creates/Maintains Learning Climate: <i>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/</i></p>	
<p>4.1.Communicates with and challenges students in a supportive manner and provides students with constructive feedback.</p>	<p>4.6.Encourages and supports individual and group inquiry.</p>
<p>4.2.Maintains positive classroom interaction by establishing appropriate expectations during group activities.</p>	<p>4.7.Uses a variety of classroom management techniques that foster individual responsibility and cooperation.</p>
<p>4.3.Shows consistent sensitivity to individuals and responds to students objectively.</p>	<p>4.8.Analyzes and changes the classroom to accommodate a variety of instructional strategies.</p>
<p>4.4.Shows flexibility and creativity in the development of classroom processes and instructional procedures.</p>	<p>4.9.Works with colleagues to develop an effective learning climate within the school.</p>

4.5.Locates and organizes materials and equipment to create an enriched multimedia environment.	Standard 4. (Considerations for professional growth plan.)
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Standard 5: Implements/Manages Instruction: <i>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.</i>	
5.1.Communicates specific goals and high expectations for learning.	5.9.Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
5.2.Connects learning with student’s prior knowledge, experiences and backgrounds, and aspirations for future roles.	5.10.Presents differing viewpoints when integrating knowledge and experiences across disciplines.
5.3.Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.	5.11.Makes effective use of media and technologies.
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.	5.12.Makes efficient use of physical and human resources and time.
5.5.Provides opportunities for students to increase their knowledge of cultural similarities and differences.	5.13.Provides opportunities for students to use and practice what is learned.
5.6.Stimulates students to reflect on their own ideas and those of others.	5.14.Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.

5.7. Uses appropriate questioning strategies to help students solve problems and think critically.	Standard 5. (Considerations for professional growth plan.)
5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.	

Standard 6: Assesses and Communicates Learning Results: <i>The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, becomes self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>	
6.1. Selects and uses appropriate assessments.	6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.	6.6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.
6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.	Standard 6. (Considerations for professional growth plan.)
6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.	

Standard 7: Reflects/Evaluates Teaching/Learning: <i>The teacher reflects on and evaluates teaching/learning.</i>	
7.1. Assesses and analyzes the effectiveness of instruction.	7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.
7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.	Standard 7. (Considerations for professional growth plan.)
Standard 8: Collaborates with Colleagues/Parents/Others: <i>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.</i>	
8.1. Initiates collaboration with others and relates situations where collaboration with others will enhance student learning.	8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.	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.	8.8. Analyzes previous collaborative experiences to improve future experiences.
8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.	8.9. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.
8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.	Standard 8. (Considerations for professional growth plan.)
Standard 9: Engages in Professional Development: <i>The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.</i>	
9.1. Establishes priorities for professional growth.	9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.
9.2. Analyzes student performance to help identify professional development needs.	9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.
9.3. Solicits input from others in the creation of individual professional development plans.	Standard 9. (Considerations for professional growth plan.)

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.*

<p>10.1. Operates a multimedia computer and peripherals to install and use a variety of software.</p>	<p>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 productivity and support instruction.</p>
<p>10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.</p>	<p>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.</p>
<p>10.3. Demonstrates knowledge of the use of technology in business, industry, and society.</p>	<p>10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.</p>
<p>10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.</p>	<p>10.9. Designs lessons that use technology to address diverse student needs and learning styles.</p>
<p>10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.</p>	<p>10.10. Practices equitable and legal use of computers and technology in professional activities.</p>
<p>10.11. Facilitates the lifelong learning of self and others through the use of technology.</p>	<p>10.15. Uses technology to support multiple assessments of student learning.</p>

10.12.Explores, uses, and evaluates technology resources, software, applications, and related documentation.	10.16.Instructs and supervises students in the ethical and legal use of technology.
10.13.Applies research-based instructional practices that use computers and other technology.	Standard 10. (Considerations for professional growth plan.)
10.14. Uses computers and other technology for individual, small group, and large group learning activities.	

Post Observation Conference

Evaluator's Signature

Date

Evaluatee's Signature

Date

Comments of Evaluator: _____

Comments of Evaluatee: _____

SUMMATIVE CONFERENCING FORM

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

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

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School _____

Standards/Performance Criteria		Performance/Product/Portfolio Ratings			Professional Growth Activities
		Meets	Growth Needed	Does Not Meet	
1: Demonstrates Professional Leadership					Discussed
1.1	Builds positive relationships within and between school and community				
1.2	Promotes leadership potential in colleagues.				
1.3	Participates in professional organizations and activities.				
1.4	Writes and speaks effectively.				
1.5	Contributes to the professional knowledge and expertise about teaching and learning.				
1.6	Guides the development of curriculum and instructional materials.				
1.7	Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.				
1.8	Initiates and develops educational projects and programs.				
1.9	Practices effective listening, conflict resolution, and group-facilitation skills as a team member.				
1.10	Demonstrates punctuality and good attendance for all duties.				
1.11	Adheres to school board policies and administrative procedures.				
1.12	Adheres to the state professional Code of Ethics				
Overall rating for Summative Evaluation Form					
2: Demonstrates Knowledge of Content					Discussed
2.1	Communicates a breadth of content knowledge across the discipline(s) to be taught.				
2.2	Communicates a current knowledge of discipline(s) taught.				
2.3	Demonstrates a general knowledge that allows for integration of ideas and information across the 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.				
Overall rating for Summative Evaluation Form					
3: Designs/Plans Instruction					Discussed
3.1	Focuses instruction on one or more of Kentucky's learning goals and academic expectations.				
3.2	Develops instruction that requires students to apply knowledge, skills, and thinking processes.				
3.3	Integrates skills, thinking processes, and content across disciplines.				
3.4	Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.				

3.5	Creates and uses learning experiences that are developmentally appropriate for learners.				
3.6	Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.				
3.7	Arranges the physical classroom to support the types of teaching and learning that are to occur.				
3.8	Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.				
3.9	Develops and implements appropriate assessment processes.				
3.10	Secures and uses a variety of appropriate school and community resources to support learning.				
3.11	Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.				
3.12	Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.				
Overall rating for Summative Evaluation Form					
4: Creates/Maintains Learning Climate		Meets	Growth Needed	Does Not Meet	Discussed
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 students 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.				
Overall rating for Summative Evaluation Form					
5: Implements/Manages Instruction		Meets	Growth Needed	Does Not Meet	Discussed
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	Simulates 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.				
Overall rating for Summative Evaluation Form					
6: Assesses and Communicates Learning Results		Meets	Growth Needed	Does Not Meet	Discussed
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.				
Overall rating for Summative Evaluation Form					
7: Reflects/Evaluates Teaching/Learning		Meets	Growth Needed	Does Not Meet	Discussed
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.				
Overall rating for Summative Evaluation Form					
8: Collaborates with Colleagues/Parents/Others		Meets	Growth Needed	Does Not Meet	Discussed
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 collaborate with school services and community agencies to meet those needs.				
Overall rating for Summative Evaluation Form					
9: Engages in Professional Development		Meets	Growth Needed	Does Not Meet	Discussed
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.				
Overall rating for Summative Evaluation Form					
10. Demonstrates Implementation of Technology		Meets	Growth Needed	Does Not Meet	Discussed
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 productivity 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 document ation.			
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.			
Overall rating for Summative Evaluation Form				

** NOTE: This column provides for one or more ratings. For example, an evaluatee might simply *"meet"* the performance criteria and that cell alone would be checked. Also, an evaluatee could *"meet"* the performance criteria yet *"need growth"* in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could *"not meet"* the performance criteria and *"need growth"*. If the *"does not meet"* cell is checked, the cell *"growth needed"* must be checked.

INTERN TEACHER STANDARDS FOR PREPARATION AND CERTIFICATION

Standard 1: Designs/Plans Instruction

Standard 2: Creates/Maintains Learning Climates

Standard 3: Implements/Manages Instruction

Standard 4: Assesses and Communicates Learning Results

Standard 5: Reflects/Evaluates Teaching/Learning

Standard 6: Collaborates with Colleagues/Parents/Others

Standard 7: Evaluates Teaching Performance and Implements a Professional Growth Plan

Standard 8: Applied Content Knowledge

Standard 9: Demonstrates Implementation of Technology

Standard 10: Professional Leadership

Preamble to New Teachers Standards

The New Teacher standards describe what first year teachers should know and be able to do in authentic teaching situations and the academic content, teaching behaviors, and instructional processes that are necessary to promote effective student learning. They imply more than the mere demonstration of teaching competencies. They imply a current and sufficient academic content understanding that promotes consistent quality performance on teaching tasks. Authentic teaching tasks provide opportunities and contexts for performances by beginning teachers.

In Kentucky, all teaching and learning tasks address Kentucky's academic expectations. These identify what students need to be successful in the world of the future. Thus, teachers design and implement instruction and assess learning that develops students' abilities to:

1. Use basic communication and mathematics skills in finding, organizing, expressing, and responding to information and ideas.
2. Apply core concepts and principles from science, arts and humanities, mathematics, practical living studies, social studies, and vocational studies.
3. Become a self-sufficient individual who demonstrates high self-esteem, healthy lifestyle, flexibility, creativity, self-control, and independent learning.
4. Become a responsible group member who demonstrates consistent, responsive, and caring behavior; interpersonal skills; respect for the rights and responsibilities of others; world views; and an open mind to other perspectives.
5. Think and solve problems including the ability to think critically and creatively, develop ideas and concepts, and make rational decisions.

6. Connect and integrate experiences and new knowledge throughout the curriculum, question and interpret ideas from diverse perspectives, and apply concepts to real-life situations.

INTERN TEACHER STANDARDS FOR PREPARATION AND CERTIFICATION

Standard I	Designs and Plans Instruction
a.	includes objectives that describe student learning that is congruent with the Program of Studies for Kentucky Schools (Grades Primary-12) and Kentucky's Core Content for Assessment (Version 3.0) and national standards (when appropriate).
b.	includes formative and summative assessments that target learning objectives.
c.	addresses the achievement levels and the cultural attributes of all students in the class.
d.	connects instruction to real-life situations and other disciplines.
e.	integrates media and technology into instruction.
f.	includes multiple level and higher order thinking tasks.
Standard II	Creates and Maintains Learning Environment
a.	communicates high expectations for all students.
b.	supports student diversity and addresses individual needs.
c.	uses positive classroom management techniques that foster self-control and self-discipline to create and sustain a climate that motivates students to learn.
d.	facilitates mutual respect among class members through cooperative and independent learning activities.
e.	employs creative and flexible use of instructional time and materials.
f.	supports instruction through the creative, flexible, and safe use of physical space.
Standard III	Implements and Manages Instruction
a.	uses appropriate strategies to engage students in learning content that is aligned with the Kentucky Program of Studies and the Core Content for Assessment.
b.	uses both formative and summative assessment to guide instruction.
c.	implements instruction that addresses the abilities and the cultural attributes of all students in class.
d.	facilitates the engagement of students in a variety of tasks that reflect real-life situations.
e.	integrates media and technology into instruction.
f.	engages students in thinking and problem solving tasks.
Standard IV	Assesses and Communicates Learning Results
a.	aligns assessment with the Kentucky Program of Studies and the Core Content for Assessment.
b.	uses multiple assessments and sources of data.
c.	uses formative and summative measures to monitor the progress of all students.
d.	provides assessments that address the diverse learning needs of all students.
e.	conducts individual and group analyses of learning.
f.	communicates the analysis of learning results to students and parents.
g.	promotes student self-assessment.
Standard V	Reflects and Evaluates Teaching and Learning
a.	focuses on student learning.
b.	describes a plan for improving instructional practice.
c.	describes a plan for advancing student learning.
d.	identifies professional growth needs.
Standard VI	Collaborates with Colleagues/Parents/Others

a.	identifies situations when and where collaboration will enhance student learning.
b.	develops a plan for collaboration.
c.	engages in collaboration to improve student learning.
d.	analyzes the results of collaborative efforts.
Standard VII	Evaluates Teaching Performance and Implements a Professional Growth Plan
a.	assesses his/her professional performance level.
b.	identifies priority needs of professional development.
c.	designs a plan to address professional growth needs in priority area(s).
d.	shows evidence of professional growth resulting from the implementation of the plan.
Standard VIII	Demonstrates Applied Content Knowledge
a.	demonstrates command of subject knowledge within discipline.
b.	communicates accurate knowledge of content.
c.	guides students to understand content from various perspectives.
d.	demonstrates a repertoire of discipline-specific instructional strategies.
e.	connects content to real-life situations and other disciplines.
f.	identifies and addresses misconceptions related to the content.
Standard IX	Demonstrates the Use of Technology
a.	uses multiple applications to support student learning.
b.	selects appropriate technology to enhance instruction.
c.	integrates student use of technology.
d.	addresses special learning needs through technology.
e.	promotes ethical and legal use of technology disciplines.
Standard X	Professional Leadership
a.	Builds positive relationships within and between school and community
b.	Participates in professional organizations and activities.
c.	Writes and speaks effectively.
d.	Contributes to the professional knowledge and expertise about teaching and learning
e.	Guides the development of curriculum and instructional materials.
f.	Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
g.	Initiates and develops educational projects and programs.
h.	Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
i.	Demonstrates punctuality and good attendance for all duties.
j.	Adheres to school board policies and administrative procedures.
k.	Adheres to the state professional Code of Ethics

**KENTUCKY TEACHER INTERNSHIP PROGRAM
INTERN PERFORMANCE RECORD**

Teacher Intern: _____

SSN # _____ Date of Observation _____

School _____ # _____ District _____ # _____

Subject Area Observed _____	Type Classroom _____
Ages/Grades of Students _____	Number of Students having IEPs _____
Total Number of Students in Class _____	

STANDARD I THE TEACHER DESIGNS AND PLANS INSTRUCTION

HOLISTIC SCORING OF STANDARD I

In marking this standard, consider the extent to which the evidence reveals that the intern’s planning is aligned with the Content Standards, is based on sound pedagogical principles, and addresses the diverse needs and abilities of all students.

Satisfactory Performance on the Standard 3	Making Progress Toward Standard 2	Not Making Progress Toward Standard 1
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ANALYTIC SCORING OF STANDARD I BENCHMARKS

The teacher’s plan: a. includes objectives that describe student learning that is congruent with the Program of Studies for Kentucky Schools (Grades Primary-12) and Kentucky’s Core Content for Assessment (Version 3.0) and national standards (when appropriate).	3	2	1	NA
b. includes formative and summative assessments that target learning objectives.	3	2	1	NA
c. addresses the achievement levels and the cultural attributes of all students in the class.	3	2	1	NA
d. connects instruction to real-life situations and other disciplines.	3	2	1	NA
e. integrates media and technology into instruction.	3	2	1	NA
f. includes multiple level and higher order thinking tasks.	3	2	1	NA
Evidence From Pre-Observation Conference/Lesson Plan Review Supporting Analytic Scores: 				

Analytic Scoring Key

- 3 – Benchmark satisfactorily demonstrated.
- 2 – Benchmark partially demonstrated - some improvements are needed.
- 1 – Benchmark not demonstrated - significant improvements are needed.
- NA – Benchmark is not applicable in this context.

STANDARD VIII THE TEACHER DEMONSTRATES APPLIED CONTENT

KNOWLEDGE

HOLISTIC SCORING OF STANDARD VIII In marking this standard, consider the extent to which the evidence reveals that the intern’s applied content knowledge is aligned with the Content Standards, is based on sound pedagogical principles, and addresses the diverse needs and abilities of all students.

Satisfactory Performance on the Standard 3	Making Progress Toward Standard 2	Not Making Progress Toward Standard 1
---	--------------------------------------	--

ANALYTIC SCORING OF STANDARD VIII BENCHMARKS

The teacher’s Plan:				
a. demonstrates command of subject knowledge within discipline.	3	2	1	NA
b. communicates accurate knowledge of content.	3	2	1	NA
c. guides students to understand content from various perspectives.	3	2	1	NA
d. demonstrates a repertoire of discipline-specific instructional strategies.	3	2	1	NA
e. connects content to real-life situations and other disciplines.	3	2	1	NA
f. identifies and addresses misconceptions related to the content.	3	2	1	NA

Evidence From Observation Supporting Analytic Scores:

STANDARD II THE TEACHER CREATES AND MAINTAINS A LEARNING CLIMATE FOR

STUDENTS

HOLISTIC SCORING OF STANDARD II In marking this standard, consider the extent to which the evidence reveals that the learning climate created and maintained by the intern is based on sound pedagogical principles and addresses the diverse needs and abilities of all students.

Satisfactory Performance on the Standard 3	Making Progress Toward Standard 2	Not Making Progress Toward Standard 1
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ANALYTIC SCORING OF STANDARD II BENCHMARKS

The teacher: a. communicates high expectations for all students.	3	2	1	NA
b. supports student diversity and addresses individual needs.	3	2	1	NA
c. uses positive classroom management techniques that foster self-control and self-discipline to create and sustain a climate that motivates students to learn.	3	2	1	NA
d. facilitates mutual respect among class members through cooperative and independent learning activities.	3	2	1	NA
e. employs creative and flexible use of instructional time and materials.	3	2	1	NA
f. supports instruction through the creative, flexible, and safe use of physical space.	3	2	1	NA
Evidence From Observation Supporting Analytic Scores:				

STANDARD III THE TEACHER IMPLEMENTS/MANAGES INSTRUCTION

HOLISTIC SCORING OF STANDARD III In marking this standard, consider the extent to which the evidence reveals that the intern's instruction is aligned with the Content Standards, is based on sound pedagogical principles, and addresses the diverse needs and abilities of all students.

Satisfactory Performance on the Standard 3	Making Progress Toward Standard 2	Not Making Progress Toward Standard 1
---	--------------------------------------	--

ANALYTIC SCORING OF STANDARD III BENCHMARKS

The teacher:				
a. uses appropriate strategies to engage students in learning content that is aligned with the Kentucky Program of Studies and the Core Content for Assessment.	3	2	1	NA
b. uses both formative and summative assessment to guide instruction.	3	2	1	NA
c. implements instruction that addresses the abilities and the cultural attributes of all students in class.	3	2	1	NA
d. facilitates the engagement of students in a variety of tasks that reflect real-life situations.	3	2	1	NA
e. integrates media and technology into instruction.	3	2	1	NA
f. engages students in thinking and problem solving tasks.	3	2	1	NA
Evidence From Observation Supporting Analytic Scores:				

Analytic Scoring Key

3 – Benchmark satisfactorily demonstrated.

2 – Benchmark partially demonstrated - some improvements are needed.

1 – Benchmark not demonstrated - significant improvements are needed.

NA – Benchmark is not applicable in this context.

STANDARD IV THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

HOLISTIC SCORING OF STANDARD IV In marking this standard, consider the extent to which the evidence reveals that the intern’s assessment activities are aligned with the Content Standards, are based on sound pedagogical principles, and address the diverse needs and abilities of all students.

Satisfactory Performance on the Standard 3	Making Progress Toward Standard 2	Not Making Progress Toward Standard 1
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ANALYTIC SCORING OF STANDARD IV BENCHMARKS

The teacher:	3	2	1	NA
a. aligns assessment with the Kentucky Program of Studies and the Core Content for Assessment.				
b. uses multiple assessments and sources of data.	3	2	1	NA
c. uses formative and summative measures to monitor the progress of all students.	3	2	1	NA
d. provides assessments that address the diverse learning needs of all students.	3	2	1	NA
e. conducts individual and group analyses of learning.	3	2	1	NA
f. communicates the analysis of learning results to students and parents.	3	2	1	NA
g. promotes student self-assessment.	3	2	1	NA

Evidence From Observation and Portfolio Review Supporting Analytic Scores:

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STANDARD V THE TEACHER REFLECTS UPON AND EVALUATES TEACHING AND LEARNING

HOLISTIC SCORING OF STANDARD V In marking this standard, consider the extent to which the evidence reveals that the intern's reflection upon and evaluation of teaching and learning focus upon addressing the diverse needs and abilities of all students and consider alignment with the Content Standards and use of sound pedagogical principles.

Satisfactory Performance on the Standard 3	Making Progress Toward Standard 2	Not Making Progress Toward Standard 1
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ANALYTIC SCORING OF STANDARD V BENCHMARKS

The teacher: a. focuses on student learning.	3	2	1	NA
b. describes a plan for improving instructional practice.	3	2	1	NA
c. describes a plan for advancing student learning.	3	2	1	NA
d. identifies professional growth needs.	3	2	1	NA
Evidence From Post-Observation Conference and Portfolio Review Supporting Analytic Scores:				

STANDARD VI THE TEACHER COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

HOLISTIC SCORING OF STANDARD VI In marking this standard, consider the extent to which the evidence reveals that the intern's collaborative activities are aligned with the Content Standards, are based on sound pedagogical principles, and address the diverse needs and abilities of all students.

Satisfactory Performance on the Standard 3	Making Progress Toward Standard 2	Not Making Progress Toward Standard 1
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ANALYTIC SCORING OF STANDARD VI BENCHMARKS

The teacher: a. identifies situations when and where collaboration will enhance student learning.	3	2	1	NA
b. develops a plan for collaboration.	3	2	1	NA
c. engages in collaboration to improve student learning.	3	2	1	NA
d. analyzes the results of collaborative efforts.	3	2	1	NA
Evidence From Portfolio Review Supporting Analytic Scores:				

STANDARD VII THE TEACHER EVALUATES HIS/HER TEACHING PERFORMANCE AND IMPLEMENTS A PROFESSIONAL DEVELOPMENT PLAN

HOLISTIC SCORING OF STANDARD VII In marking this standard, consider the extent to which the evidence reveals that the intern has implemented a professional development plan designed to increase his/her ability to implement the Content Standards, use sound pedagogical principles, and address the diverse needs and abilities of all students.

Satisfactory Performance on the Standard 3	Making Progress Toward Standard 2	Not Making Progress Toward Standard 1
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ANALYTIC SCORING OF STANDARD VII BENCHMARKS

The teacher:				
a. assesses his/her professional performance level.	3	2	1	NA
b. identifies priority needs of professional development.	3	2	1	NA
c. designs a plan to address professional growth needs in priority area(s).	3	2	1	NA
d. shows evidence of professional growth resulting from the implementation of the plan.	3	2	1	NA
Evidence From Portfolio Review Supporting Analytic Scores:				

STANDARD IX THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

HOLISTIC SCORING OF STANDARD IX In marking this standard, consider the extent to which the evidence reveals that the intern's use of technology is aligned with the Content Standards, is based on sound pedagogical principles, and addresses the diverse needs and abilities of all students.

Satisfactory Performance on the Standard 3	Making Progress Toward Standard 2	Not Making Progress Toward Standard 1
---	--------------------------------------	--

ANALYTIC SCORING OF STANDARD IX BENCHMARKS

The teacher:				
a. uses multiple applications to support student learning.	3	2	1	NA
b. selects appropriate technology to enhance instruction.	3	2	1	NA
c. integrates student use of technology.	3	2	1	NA
d. addresses special learning needs through technology.	3	2	1	NA
e. promotes ethical and legal use of technology disciplines.	3	2	1	NA
Evidence From Observation and Portfolio Review Supporting Analytic Scores:				

Analytic Scoring Key

3 – Benchmark satisfactorily demonstrated.

2 – Benchmark partially demonstrated - some improvements are needed.

1 – Benchmark not demonstrated - significant improvements are needed.

NA – Benchmark is not applicable in this context.

Standard X Demonstrates Professional Leadership

ANALYTIC SCORING OF STANDARD X BENCHMARKS					
a.	Builds positive relationships within and between school and community	3	2	1	NA
b.	Participates in professional organizations and activities.	3	2	1	NA
c.	Writes and speaks effectively.	3	2	1	NA
d.	Contributes to the professional knowledge and expertise about teaching and learning	3	2	1	NA
e.	Guides the development of curriculum and instructional materials.	3	2	1	NA
f.	Participates in policy design and development at the local school, within professional organizations,	3	2	1	NA

	and/or within community organizations with educationally related activities.				
g.	Initiates and develops educational projects and programs.	3	2	1	NA
h.	Practices effective listening, conflict resolution, and group-facilitation skills as a team member.	3	2	1	NA
i.	Demonstrates punctuality and good attendance for all duties.	3	2	1	NA
j.	Adheres to school board policies and administrative procedures.	3	2	1	NA
k.	Adheres to the state professional Code of Ethics	3	2	1	NA
Evidence From Observation and Portfolio Review Supporting Analytic Scores:					

Strengths and Priority Areas of Growth

The signatures below verify that the analytic scores and supporting evidence and the holistic score for each Standard have been discussed with the intern.

Observer's Name (print) _____

Observer's Signature _____

Intern's Signature _____

Evaluatee: _____

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

Employment Recommendation to Central Office:

- _____ Meets new teacher standards for re-employment
 _____ Does not meet new teacher standards for re-employment

Certified employees must make their appeals to this summative evaluation with the time frame mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan. The employee is to receive a copy of this summative form.

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

EVALUATION STANDARDS FOR SCHOOL LIBRARY MEDIA SPECIALIST

STANDARD 1 – DEMONSTRATES PROFICIENCY IN THE MANAGEMENT AND ADMINISTRATION OF LIBRARY MEDIA CENTER

- 1.1 Plans long and short 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 library media center program.
- 1.4 Develops and/or follows library media center policies, e.g., materials selection, collection development, circulation, challenged materials, copyright, and technology.
- 1.5 Develops plans for maintaining a technologically current facility and program.
- 1.6 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.
- 1.7 Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.
- 1.8 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis-identifying strengths and weaknesses.
- 1.9 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.
- 1.10 Publicizes the library media center programs, services, and materials.
- 1.11 Is responsible for the proper use of the facility, materials, and equipment.
- 1.12 May plan and/or participate in special projects or proposals, e.g., book fairs.
- 1.13 Trains and supervises library media center clerical staff, volunteers, and student helpers.

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 broad 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 and shelf list needed to verify collection of the library media center holdings.
- 2.8 Makes general repairs, weeds collection, and takes annual inventory.

STANDARD 3 – PROVIDES AN EFFECTIVE LIBRARY MEDIA PROGRAM THROUGH SERVICES

- 3.1 Exercises a supportive role and serves as a catalyst in insuring the library media center is central to the instructional program of the school.
- 3.2 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers, as scheduling permits.

- 3.3 Provides the leadership and develops expertise for the incorporation of information and instructional technologies into the school curriculum.
- 3.4 Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.
- 3.5 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.
- 3.6 Assists faculty in the selection of materials to supplement classroom instruction.
- 3.7 Establishes positive rapport with staff and students.
- 3.8 Makes the library media center and its resources accessible to students and faculty.
- 3.9 Initiates flexible use of the library media center by individual, small groups, and large groups for research, browsing, recreational reading, and listening.
- 3.10 Provides orientation for new faculty and students.
- 3.11 Maintains effective communication with staff and students (e.g., informs staff and students of new acquisitions and services.)
- 3.12 Is available as a personal resource for all students and faculty.

STANDARD 4 – TEACHES THE INFORMATION SKILLS NECESSARY FOR STUDENTS TO BECOME MEMBERS OF SOCIETY

- 4.1 Plans and implements a library media center program of library information skills 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 skill in the use of reference materials in relation to planned assignments.
- 4.7 Promotes appreciation of various forms of literature emphasizing the highest quality.
- 4.8 Encourages 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.

STANDARD 5 – ASSUMES RESPONSIBILITY FOR PROFESSIONAL GROWTH PRACTICES

- 5.1 Follows the school's policies and procedures.
- 5.2 Promotes compliance with the copyright law to the best of their knowledge.
- 5.3 Attends local professional growth activities and meetings.
- 5.4 Demonstrates commitment by belonging to professional library organizations and attending meetings, workshops, conferences and other activities related to the field.
- 5.5 Identifies professional growth activities which will improve the library media program.
- 5.6 Develops an Individual Professional Growth Plan.
- 5.7 Develops a plan which is congruent with the school and district mission and goals.
- 5.8 Revises the Individual Professional Growth Plan as goals change.

STANDARD 6: MEETS JOB EXPECTATIONS/DESCRIPTIONS

The teacher meets local school district job expectations and requirements in job descriptions.

Performance Criteria:

The extent to which the teacher:

- 6.1 Follows proper channels to address issues and problems.

6.2 Meets time frames as stipulated.

6.3 Serves on various school/district committees.

6.4 Adheres to school council/board policies and procedures.

6.5 Demonstrates punctuality and good attendance for all duties.

6.6 Performs other out-of-class duties consistent with contract/job expectations.

6.7 Adheres to Kentucky's Professional Code of Ethics.

DATA COLLECTION SUMMARY

Library Media Specialist

(Information completed on this form should be gathered from specific products and performances cited during observations, work samples, reports, professional development activities, etc.)

Observee _____ Grade Levels _____

Observer _____ Position _____

Media Center Observation Information: School Site _____

Date _____ Time _____

{If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page and standard number format depicted.}

STANDARDS/PERFORMANCE CRITERIA

STANDARD 1: DEMONSTRATES PROFICIENCY IN THE MANAGEMENT AND ADMINISTRATION OF LIBRARY MEDIA CENTER	
1.1 Plans long- and short-range goals of the library media center program with faculty, administration, and students.	1.8 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis-identifying strengths and weaknesses.
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.	1.9 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.
1.3 Administers the budget according to the goals and objectives of the program.	1.10 Publicizes the library media center programs, services, and materials.
1.4 Develops and/or follows library media center policies, e.g., materials selection, collection development, circulation, challenged materials, copyright, and technology.	1.11 Is responsible for the proper use of the facility, materials, and equipment.
1.5 Develops plans for maintaining a technologically current facility and program.	1.12 May plan and/or participate in special projects or proposals, e.g., book fairs.
1.6 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.	1.13 Trains and supervises library media center clerical staff, volunteers, and student helpers.
1.7 Solicits suggestions from and communicates with faculty and students about services, materials, programs and facilities.	Standard 1. (considerations for professional growth plan)

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.	2.6 Keeps a card or automated catalog current.
2.2 Possesses broad knowledge of the school curriculum and plans with teachers and administration for the development or collection of materials to support the curriculum.	2.7 Maintains statistical records and shelf list needed to verify collection of the library media center holdings.
2.3 Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.	2.8 Makes general repairs, weeds collection, and takes annual inventory.
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.	Standard 2. (considerations for professional growth plan)
STANDARD 3: PROVIDES AN EFFECTIVE LIBRARY MEDIA PROGRAM THROUGH SERVICES	
3.1 Exercises a supportive role and serves as a catalyst in insuring the library media center is central to the instructional program of the school.	3.7 Establishes positive rapport with staff and students.
3.2 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers, as scheduling permits.	3.8 Makes the library media center and its resources accessible to students and faculty.
3.3 Provides the leadership and develops expertise for the incorporation of information and instructional technologies into the school curriculum.	3.9 Initiates flexible use of the library media center by individual, small groups, and large groups for research, browsing, recreational reading, and listening.
3.4 Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.	3.10 Provides orientation for new faculty members.
3.5 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.	3.11 Maintains effective communication with staff and students (e.g., informs staff and students of new acquisitions and services.)
Standard 3. (considerations for professional growth plan)	

STANDARD 4: TEACHES THE INFORMATION SKILLS NECESSARY FOR STUDENTS TO BECOME MEMBERS OF SOCIETY	
4.1 Plans and implements a library media center program of library information skills in collaboration with classroom teachers toward the achievement of the goals of KERA and the academic expectations.	4.6 Helps students to develop habits of independent reference work and to develop skill in the use of reference materials in relation to planned assignments.
4.2 Informally evaluates individual and group needs and provides appropriate learning experiences.	4.7 Promotes appreciation of various forms of literature emphasizing the highest quality.
4.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.	4.8 Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills; and to become skilled in all modes of communication.
4.4 Provides for independent and cooperative group learning.	4.9 Incorporates the use of technology in accessing information.
4.5 Guides students in the selection of appropriate resources.	4.10 Assists students in the use of multi-media for completed projects.
Standard 4. (considerations for professional growth plan)	
STANDARD 5: ASSUMES RESPONSIBILITY FOR PROFESSIONAL GROWTH PRACTICES	
5.1 Follows the school's policies and procedures.	5.5 Identifies professional growth activities which will improve the library media program.
5.2 Promotes compliance with the copyright law to the best of their knowledge.	5.6 Develops an Individual Professional Growth Plan.
5.3 Attends local professional growth activities and meetings.	5.7 Develops a plan which is congruent with the school and district mission and goals.
5.4 Demonstrates commitment by belonging to professional library organizations and attending meetings, workshops, conferences and other activities related to the field.	5.8 Revises Individual Professional Growth Plan as goals change.
Standard 5. (considerations for professional growth plan)	
STANDARD 6: MEETS JOB EXPECTATIONS/DESCRIPTIONS	
6.1 Follows proper channels to address issues and problems.	6.4 Serves on various school/district committees.
6.2 Meets assigned time frames as stipulated.	6.5 Adheres to school council/board policies and procedures including employee time and attendance.

6.3 Performs other (out-of-class) duties consistent with contract/job expectations.	6.6 Demonstrates punctuality and good attendance for all duties.
6.7 Adheres to Kentucky's Professional Code of Ethics	Standard 6 (considerations for professional growth plan)

Post Observation Conference

Evaluator's Signature

Date

Evaluatee's Signature

Date

Comments of Evaluator: _____

Comments of Evaluatee: _____

SUMMATIVE CONFERENCING FORM

Library Media Specialist

Analyses of Performance and Basis for Individual Professional Growth Plan/Summative Evaluation

(Evaluator and evaluatee discuss and complete prior to developing the professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.)

Evaluatee/Observee _____ Grade Levels _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School Site _____

STANDARDS/PERFORMANCE CRITERIA	Performance/Product/Portfolio Ratings (*More than one (1) can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
1 – DEMONSTRATES PROFICIENCY IN THE MANAGEMENT AND ADMINISTRATION OF LIBRARY MEDIA CENTER				
1.1 Plans long- and short-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 Develops and/or follows library media center policies, e.g., materials selection, collection development, circulation, challenged materials, copyright, and technology.				
1.5 Develops plans for maintaining a technologically current facility and program.				
1.6 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.				
1.7 Solicits suggestions from and communicates with faculty and students about services, materials, programs and facilities.				
1.8 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis-identifying strengths and weaknesses.				
1.9 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.				
1.10 Publicizes the library media center programs, services, and materials.				
1.11 Is responsible for the proper use of the facility, materials, and equipment.				
1.12 May plan and/or participate in special projects or proposals, e.g., book fairs.				
1.13 Trains and supervises library media center clerical staff, volunteers, and student helpers.				
Overall rating for Summative Evaluation Form				

STANDARDS/PERFORMANCE CRITERIA	Performance/Product/Portfolio Ratings (*More than one (1) can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
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 broad knowledge of the school curriculum and plans with teachers and administration for the development or 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 and shelf list needed to verify collection of the library media center holdings.				
2.8 Makes general repairs, weeds collection, and takes annual inventory.				
Overall rating for Summative Evaluation Form				
3-PROVIDES AN EFFECTIVE LIBRARY MEDIA PROGRAM THROUGH SERVICES	Meets	Growth Needed	Does Not Meet	Professional Growth
3.1 Exercises a supportive role and serves as a catalyst in insuring the library media center is central to the instructional program of the school.				
3.2 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers, as scheduling permits.				
3.3 Provides the leadership and develops expertise for the incorporation of information and instructional technologies into the school curriculum.				
3.4 Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.				
3.5 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.				
3.6 Assists faculty in the selection of materials to supplement classroom instruction.				
3.7 Establishes positive rapport with staff and students.				
3.8 Makes the library media center and its resources accessible to students and faculty.				
3.9 Initiates flexible use of the library media center by individual, small groups, and large groups for research, browsing, recreational reading, and listening.				
3.10 Provides orientation for new faculty members.				
3.11 Maintains effective communication with staff and students (e.g., informs staff and students of new acquisitions and services.)				
3.12 Is available as a personal resource for all students and faculty.				

Overall rating for Summative Evaluation Form							
STANDARDS/PERFORMANCE CRITERIA	Performance/Product/Portfolio Ratings (*More than one (1) can be checked)			Professional Growth Activities Discussed			
4-TEACHES THE INFORMATION SKILLS NECESSARY FOR STUDENTS TO BECOME MEMBERS OF SOCIETY	Meets	Growth Needed	Does Not Meet				
4.1 Plans and implements a library media center program of library information skills 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 skill in the use of reference materials in relation to planned assignments.							
4.7 Promotes appreciation of various forms of literature emphasizing the highest quality.							
4.8 Encourages 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.							
Overall rating for Summative Evaluation Form							
5-ASSUMES RESPONSIBILITY FOR PROFESSIONAL GROWTH PRACTICES	Meets	Growth Needed	Does Not Meet	Professional Growth			
5.1 Follows the school's policies and procedures.							
5.2 Promotes compliance with the copyright law to the best of their knowledge.							
5.3 Attends local professional growth activities and meetings.							
5.4 Demonstrates commitment by belonging to professional library organizations and attending meetings, workshops, conferences and other activities related to the field.							
5.5 Identifies professional growth activities which will improve the library media program.							
5.6 Develops an Individual Professional Growth Plan.							
5.7 Develops a plan which is congruent with the school and district mission and goals.							
5.8 Revises Individual Professional Growth Plan as goals change.							
Overall rating for Summative Evaluation Form							
STANDARDS/PERFORMANCE CRITERIA	Performance/Product/Portfolio Ratings (*More than one (1) can be checked)			Professional Growth Activities Discussed			
6-MEETS JOB EXPECTATIONS/ DESCRIPTIONS	Meets	Growth Needed	Does Not Meet				
6.1 Follows proper channels to address issues and problems.							
6.2 Meets assigned time frames as stipulated.							
6.3 Serves on various school/district committees.							

6.4 Follows school council/board policies and procedures.				
6.5 Performs other (out-of-class) duties consistent with contract/job expectations.				
6.6 Demonstrates punctuality and good attendance for all.				
6.7 Adheres to Kentucky's Professional Code of Ethics				
Overall rating for Summative Evaluation Form				

*This column provides for one or more rating. For example, an evaluatee might simply “*meet*” the performance criteria and that cell alone would be checked. Also, an evaluatee could “*meet*” the performance criteria yet “*need growth*” in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could “*not meet*” the performance criteria and “*need growth*”.

Evaluatee: _____

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

Employment Recommendation to Central Office:

- Meets library media specialist standards for re-employment
- Does not meet library media specialist standards for re-employment

Certified employees must make their appeals to this summative evaluation with the time frame mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan. The employee is to receive a copy of this summative form.

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

EVALUATION STANDARDS FOR SCHOOL GUIDANCE COUNSELOR

STANDARD 1 – PROGRAM MANAGEMENT, RESEARCH, AND EVALUATION

The school counselor develops a process and procedure for planning, implementation, and evaluation of a comprehensive developmental program of guidance and counseling. This program should be developed with faculty, staff, administrators, students, parents, school councils, school boards, and community members. It is based on needs assessment, formative evaluation and summative evaluation.

The counselor understands and knows how to:

- 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

The school counselor provides a developmental, preventive guidance program to all students within the school. This proactive program promotes the mental health necessary for academic success, self-sufficiency and responsible group membership.

The counselor understands and knows how to:

- 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

The school counselor uses short term individual counseling and structured as well as unstructured small group counseling to address mental, physical, and emotional barriers to learning and to help each child learn at high levels.

The counselor understands and knows how to:

- 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

The school counselor functions in a cooperative process to assist others to effectively meet the needs of students. Through consultation the school counselor advocates for students.

The counselor understands and knows how to:

- 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

The school counselor functions as a coordinator in bringing together people and resources in the school, the community, and the district for the fullest academic, career, personal, and social development of the students.

The counselor understands and knows how to:

- 5.1 Coordinate with school and community personnel, including school councils, to provide resources for students.
- 5.2 Use an 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

The school counselor collaborates with other school and district staff to design and coordinate a testing program that helps students identify their abilities, aptitudes, achievements, and interests.

The counselor understands and knows how to:

- 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

The school counselor is a professional who acts within legal and ethical guidelines to accomplish educational purposes.

The counselor understands and knows how to:

- 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.

STANDARD 8 – DEMONSTRATES PROFESSIONAL LEADERSHIP

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

The counselor understands and knows how to:

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

STANDARD 9 – ENGAGES IN PROFESSIONAL DEVELOPMENT

The school counselor evaluates his or her own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

The counselor understands and knows how to:

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

Standard 10: Meets Job Expectations/Descriptions

The teacher meets local school district job expectations and requirements in job descriptions.

Performance Criteria:

The extent to which the teacher:

- 10.1 Follows proper channels to address issues and problems.
- 10.2 Meets time frames as stipulated.
- 10.3 Serves on various school/district committees.
- 10.4 Adheres to school council/board policies and procedures.
- 10.5 **Demonstrates punctuality and good attendance for all duties.**
- 10.6 **Performs other out-of-class duties consistent with contract/job expectations.**

PREAMBLE: Experienced School Counselor Standards

The Experienced School Counselor Standards identify what effective counselors know and do. While the standards build upon what new counselors should know and do, they include and exceed new counselor standards. The Experienced School Counselor standards incorporate two additional standards that are characteristic of effective, experienced counselors.

DATA COLLECTION SUMMARY

School Guidance Counselor

(Information completed on this form should be gathered from specific products and performances cited during observations, work samples, reports, professional development activities, etc.)

Observee _____ Grade Levels _____

Observer _____ Position _____

Media Center Observation Information: School Site _____

Date _____ Time _____

{If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page and standard number format depicted.}

STANDARDS/PERFORMANCE CRITERIA

STANDARD 1: PROGRAM MANAGEMENT, RESEARCH, AND EVALUATION	
1.1 Define needs and priorities.	1.4 Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.
1.2 Determine objectives.	1.5 Evaluate the program to assure its contribution to the school's mission and goals.
1.3 Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.	1.6 Use information systems and technology.
Standard 1. (considerations for professional growth plan)	
STANDARD 2: DEVELOPMENT GUIDANCE CURRICULUM	
2.1 Assess the developmental need of students.	2.6 Guide individuals and groups of students through the development of educational and career plans.
2.2 Address academic expectations and school-to-work initiatives.	2.7 Provide guidance for maximizing personal growth and development.
2.3 Prepare students for successful transitions.	2.8 Teach the school developmental guidance curriculum.
2.4 Evaluate the results of the curriculum's impact.	2.9 Assist teachers in the teaching of the guidance curriculum.

2.5 Modify the curriculum as needed to continually meet the needs of students.	Standard 2. (considerations for professional growth plan)
STANDARD 3: INDIVIDUAL/SMALL GROUP COUNSELING	
3.1 Provide a safe, confidential setting in which students present their needs and concerns.	3.6 Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).
3.6 Promote wellness.	3.7 Intervene in problem/conflict situations and conduct follow-up sessions.
3.7 Respond to crises.	3.8 Respect and nurture the uniqueness of each student.
3.8 Communicate empathy and understanding.	3.9 Mediate classroom and student conflict.
3.9 Utilize a broad range of techniques and accepted theories appropriate to school counseling.	3.10 Empower students to develop and use their resources.
Standard 3. (considerations for professional growth plan)	
STANDARD 4: CONSULTATION/COLLABORATION	
4.1 Consult with parents, faculty, staff, administrators, and others to enhance their work with students.	4.6 Interact with school councils, school boards, FRYSC Advisory Councils, and/or school committees.
4.2 Interpret relevant information concerning the developmental needs of students.	4.7 Facilitate successful communication between and among teachers, parents, teacher and students.
4.3 Reduce barriers to student learning through direct referred services.	4.8 Work with teachers and administrators relevant to behavior management to promote and support intervention strategies.
4.4 Facilitate new student integration into the school environment.	4.9 Consult with external community and professional resources.
4.5 Work with teachers to provide support for students in a crisis situation.	Standard 4. (considerations for professional growth plan)
STANDARD 5: COORDINATION	
5.1 Coordinate with school and community personnel, including school councils, to provide resources for students.	5.4 Maintain cooperative working relationships with community resources.

5.2 Use an effective referral process for assisting students and others to use special programs and services.	5.5 Facilitate successful transition from one level to the next, (i.e. elementary to middle).
5.3 Identify community agencies for referral of students.	Standard 5. (considerations for professional growth plan)
STANDARD 6: ASSESSMENT	
6.1 Participate in the planning and evaluation of the district/school testing program.	6.4 Use assessment results and other sources of student data in formulating student career/graduation plans.
6.2 Assess, interpret and communicate learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles.	6.5 Coordinate student records to ensure the confidentiality of assessment data.
6.3 Collaborate with staff concerning assessment of special needs students.	6.6 Provide orientation sessions for faculty, students, and parents regarding the assessment program.
Standard 6. (considerations for professional growth plan)	
STANDARD 7: ADHERES TO PROFESSIONAL STANDARDS	
7.1 Adhere to professional codes of ethics of ACA, ASCA, and the Code of Ethics adopted by the KY. Education Professional Standards Board.	7.4 Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
7.2 Adhere to federal/state laws and regulations related to education and child protection.	7.5 Be knowledgeable of the position statements of the American School Counselor Association.
7.3 Be responsible for the on-going professional development.	7.6 Identify activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession.
Standard 7. (considerations for professional growth plan)	
STANDARD 8: DEMONSTRATES PROFESSIONAL LEADERSHIP	
8.1 Build positive relationships within and between school and community.	8.7 Initiates and develops educational projects and programs.
8.2 Promote leadership potential in colleagues.	8.8 Practice effective listening, conflict resolution, and group-facilitation skills as a team member.
8.3 Participate in professional organizations and activities.	8.9 Present program in a manner that reflects sensitivity to a multicultural and global perspective.

8.4 Write and speak effectively.	8.10 Write for publication, present at conferences and provide professional development.
8.5 Guides the development of curriculum and instructional materials.	8.11 Work with colleagues to administer an effective learning climate within the school.
8.6 Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.	Standard 8. (considerations for professional growth plan)
STANDARD 9: ENGAGES IN PROFESSIONAL DEVELOPMENT	
9.1 Establish priorities for professional growth.	9.4 Implement knowledge and skills acquired through on-going professional development.
9.2 Analyze student performance to help identify professional development needs.	9.5 Modify own professional development plan to improve performance and to promote student learning.
9.3 Solicit input from others in the creation of individual professional development plans.	Standard 9. (considerations for professional growth plan)
STANDARD 10: MEETS JOB EXPECTATIONS/DESCRIPTIONS	
10.1 Follows proper channels to address issues and problems.	10.4 Serves on various school/district committees.
10.2 Meets assigned time frames as stipulated.	10.5 Adheres to school council/board policies and procedures including employee time and attendance.
10.3 Performs other (out-of-class) duties consistent with contract/job expectations.	10.6 Demonstrates punctuality and good attendance for all duties.
Standard 10 (considerations for professional growth plan)	

Post Observation Conference

Evaluator's Signature

Date

Evaluatee's Signature

Date

Comments of Evaluator:

Comments of Evaluatee:

SUMMATIVE CONFERENCING FORM

School Guidance Counselor

Analyses of Performance and Basis for Individual Professional Growth Plan/Summative Evaluation

(Evaluator and evaluatee discuss and complete prior to developing the professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.)

Evaluatee/Observee _____ Grade Levels _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School Site _____

STANDARDS/PERFORMANCE CRITERIA	Performance/Product/Portfolio Ratings (*More than one (1) can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
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.				
Overall rating for Summative Evaluation Form				
2 – DEVELOPMENTAL GUIDANCE CURRICULUM				Professional Growth Activities Discussed
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.				
Overall rating for Summative Evaluation Form				

STANDARDS/PERFORMANCE CRITERIA	Performance/Product/Portfolio Ratings (*More than one (1) can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
3-INDIVIDUAL/SMALL GROUP COUNSELING				
3.1 Provide a safe, confidential setting in which students present their needs and concerns.				
3.2 Promote wellness.				
3.3 Respond to crises.				
3.4 Communicate empathy and understanding.				
3.5 Utilize a broad range of techniques and accepted theories appropriate to school counseling.				
3.6 Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).				
3.7 Intervene in problem/conflict situations and conduct follow-up sessions.				
3.8 Respect and nurture the uniqueness of each student.				
3.9 Mediate classroom and student conflict.				
3.10 Empower students to develop and use their resources.				
Overall rating for Summative Evaluation Form				

4-CONSULTATION/COLLABORATION	Meets	Growth Needed	Does Not Meet	Professional Growth
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, FRYSC 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.				
Overall rating for Summative Evaluation Form				

STANDARDS/PERFORMANCE CRITERIA	Performance/Product/Portfolio Ratings (*More than one (1) can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
5-COORDINATION				
5.1 Coordinate with school and community personnel, including school councils, to provide resources for students.				
5.2 Use an 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 to the next, (i.e. elementary to middle).				
Overall rating for Summative Evaluation Form				

6 – ASSESSMENT	Meets	Growth Needed	Does Not Meet	Professional Growth
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.				
Overall rating for Summative Evaluation Form				

7 – ADHERES TO PROFESSIONAL STANDARDS	Meets	Growth Needed	Does Not Meet	Professional Growth
7.1 Adhere to professional codes of ethics of ACA, ASCA, and the Code of Ethics adopted by the KY. 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.				
Overall rating for Summative Evaluation Form				

STANDARDS/PERFORMANCE CRITERIA	Performance/Product/Portfolio Ratings (*More than one (1) can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
8 – DEMONSTRATES PROFESSIONAL LEADERSHIP				
8.1 Build positive relationships within and between school and community.				
8.2 Promote leadership potential in colleagues.				
8.3 Participate in professional organizations and activities.				
8.4 Write and speak effectively.				
8.5 Guides the development of curriculum and instructional materials.				
8.6 Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.				
8.7 Initiates and develops educational projects and programs.				
8.8 Practice effective listening, conflict resolution, and group-facilitation skills as a team member.				
8.9 Present program in a manner that reflects sensitivity to a multicultural and global perspective.				
8.10 Write for publication, present at conferences and provide professional development.				
8.11 Work with colleagues to administer an effective learning climate within the school.				
Overall rating for Summative Evaluation Form				

9 – ENGAGES IN PROFESSIONAL DEVELOPMENT	Meets	Growth Needed	Does Not Meet	
9.1 Establish priorities for professional growth.				
9.2 Analyze student performance to help identify professional development needs.				
9.3 Solicit input from others in the creation of individual professional development plans.				
9.4 Implement knowledge and skills acquired through on-going professional development.				
9.5 Modify own professional development plan to improve performance and to promote student learning.				
Overall rating for Summative Evaluation Form				

STANDARDS/PERFORMANCE CRITERIA	Performance/Product/Portfolio Ratings (*More than one (1) can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
10-MEETS JOB EXPECTATIONS/ DESCRIPTIONS				
10.1 Follows proper channels to address issues and problems.				
10.2 Meets assigned time frames as stipulated.				
10.3 Serves on various school/district committees.				
10.4 Follows school council/board policies and procedures.				
10.5 Performs other (out-of-class) duties consistent with contract/job expectations.				
10.6 Demonstrates punctuality and good attendance for all.				
Overall rating for Summative Evaluation Form				

*This column provides for one or more rating. For example, an evaluatee might simply “*meet*” the performance criteria and that cell alone would be checked. Also, an evaluatee could “*meet*” the performance criteria yet “*need growth*” in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could “*not meet*” the performance criteria and “*need growth*”.

Evaluatee: _____

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

Employment Recommendation to Central Office:

_____ Meets guidance counselor standards for re-employment

_____ Does not meet guidance counselor standards for re-employment

Certified employees must make their appeals to this summative evaluation with the time frame mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan. The employee is to receive a copy of this summative form.

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

EVALUATION STANDARDS FOR SPEECH THERAPIST

STANDARD 1 – IMPLEMENTS ASSESSMENT PROCEDURES

- 1.1 Assists and guides teachers through the referral process.
- 1.2 Provides screening to identify need for further assessment.
- 1.3 Provides a thorough assessment and diagnosis.
- 1.4 Maintains ongoing records of referred, screened, and eligible students.
- 1.5 Follows timelines from initial referral to placement.
- 1.6 Completes all forms as required before placement and re-evaluation.
- 1.7 Compiles case history as needed.
- 1.8 Assists in referrals to agencies.

STANDARD 2 – DEMONSTRATES A REDINESS TO TEACH

- 2.1 Selects appropriate student objectives as dictated by **ARC and IEP**.
- 2.2 Selects appropriate learning experiences.
- 2.3 Uses time effectively.
- 2.4 Prepares instruction on the basis of individual needs.
- 2.5 Develops a therapeutic program.
- 2.6 Schedules caseload in an efficient and cooperative manner.

STANDARD 3 – DEMONSTRATES A PROFICIENCY MANAGED ENVIRONMENT

- 3.1 Arranges setting to support learner activities.
- 3.2 Provides for a safe and orderly environment.
- 3.3 Uses classroom procedures that are clear and easily managed.
- 3.4 Uses classroom procedures that permit independent and interdependent learning.

STANDARD 4 – DEMONSTRATES PROFICIENCY IN MANAGING STUDENT BEHAVIOR

- 4.1 Establishes and clearly communicates expectations.
- 4.2 Reinforces acceptable student behaviors.
- 4.3 Uses appropriate consequences for altering unacceptable student behaviors.
- 4.4 Monitors student behavior.
- 4.5 Holds each student accountable for his/her own behaviors.
- 4.6 Creates a climate in which students display initiative and accept responsibility for learning and conduct.
- 4.7 Demonstrates fairness and consistency in enforcing behavior expectations.
- 4.8 Manages disruptive behavior constructively while maintaining instructional momentum.

STANDARD 5 – INTEGRATES THE CURRICULUM SO THAT STUDENTS CAN MAKE CONNECTION BETWEEN KNOWLEDGE AND EXPERIENCES

- 5.1 Implements therapy related to classroom curriculum when possible.
- 5.2 Designs and implements themes of interest to students.
- 5.3 Provides for critical differences of students in curriculum and instruction planning and implementation.
- 5.4 Uses student performance to evaluate growth.

STANDARD 6 – TEACHES THE SKILLS NECESSARY FOR STUDENTS TO BECOME PRODUCTIVE MEMBERS OF VARIOUS GROUPS

6.1 Teaches the skills needed for interdependence to work effectively in groups (taking turns and respecting views of others). Teaches skills for group communication: listening, speaking.

STANDARD 7 – USES A VARIETY OF EFFECTIVE TEACHING TECHNIQUES, EQUIPMENT, MEDIA, AND MATERIALS

- 7.1 Uses cooperative learning strategies, when appropriate.
- 7.2 Provides multi-activities (e.g., learning centers, technology)
- 7.3 Selects teaching techniques that match the readiness of students to learn.
- 7.4 Provides for independent and interdependent learning.
- 7.5 Maintains a schedule that assures students will experience success.
- 7.6 Uses a variety of questioning techniques (e.g., signal, sample, redirection, individual or private response, prompting, clarification, refocusing, pausing after asking a question, etc.)
- 7.7 Demonstrates knowledge about technology in the speech environment.
- 7.8 Incorporates use of technology into instructional plan, when possible.
- 7.9 Uses community resources to enhance instruction.

STANDARD 8 – USES TEACHING STRATEGIES THAT INCREASE STUDENT MOTIVATION

- 8.1 Is knowledge of Total Communication Approach.
- 8.2 Provides all students with the opportunity for successful experiences.
- 8.3 Demonstrates high expectations.
- 8.4 Demonstrates a high level of concern for student success.
- 8.5 Communicates a positive classroom climate of mutual respect.
- 8.6 Promotes interest through personalizing instruction and novel approaches.
- 8.7 Provides knowledge of results that are meaningful and timely.
- 8.8 Provides specific feedback.
- 8.9 Demonstrates a caring attitude.
- 8.10 Demonstrates consistent communication with parent/guardian.

STANDARD 9 – REPORTS TO PARENT/GUARDIAN ON THE BASIS OF THE RESULTS OF STUDENT PROGRESS ASSESSMENT

- 9.1 Prepares paperwork in advance and has necessary forms available for parent conferences.
- 9.2 Uses narrative methods of reporting student progress when appropriate.
- 9.3 Shows actual expectations met by student.
- 9.4 Conducts conferences with parent/guardian.
- 9.5 Reports so that students are not compared to other students.
- 9.6 Maintains ongoing communication with parent/guardian.
- 9.7 Provides information regarding agencies/programs available within the community as needed.

STANDARD 10 – COLLABORATES WITH TEACHERS AND STAFF

- 9.1 Plans with classroom teachers and staff to implement therapy.
- 9.2 Cooperatively develops IEP goals and objectives with Special Education teachers who have students with speech services.
- 9.3 Serves as a consultant on topics regarding speech/language development.
- 9.4 Assists in proper referrals of individual to agencies and specialists in the community as appropriate.
- 9.5 Shares instructional materials and media.

STANDARD 11 – MEETS PROFESSIONAL STANDARDS

- 11.1 Assumes responsibility for requisitioning and maintaining needed equipment and materials, as provided by the Board.
- 11.2 Meets assigned time frames.
- 11.3 Serves on committees.
- 11.4 Fulfills out-of-class obligations/duties.
- 11.5 Maintains confidentiality regarding students.
- 11.6 Shows positive working relationship with faculty and staff.
- 11.7 Follows proper channels to address issues and problems.
- 11.8 Shows proper regard toward students.
- 11.9 Demonstrates good judgment in decision making.
- 11.10 Seeks further education/training.
- 11.11 Participates in workshops, seminars, and other professional growth opportunities.
- 11.12 Belongs to professional organizations.
- 11.13 Establishes a pattern of dependability by being punctual and having regular attendance.

STANDARD 12: USES PROFESSIONAL GROWTH ACTIVITIES TO IMPROVE THE SPEECH THERAPY PROGRAM

- 12.1 Identifies professional growth activities which will improve the speech therapy program.
- 12.2 Develops an Individual Professional Growth Plan.
- 12.3 Develops a plan which is congruent with the school and district mission and goals.
- 12.4 Revises the Individual Professional Growth Plan as goals change.

DATA COLLECTION SUMMARY

Speech Therapist

(Information completed on this form should be gathered from specific products and performances cited during observations, work samples, reports, professional development activities, etc.)

Observee _____ School Site _____

Observer _____ Position _____

Classroom Observation Information: Lesson _____

Date _____ Time _____

{If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page and standard number format depicted.}

STANDARDS/PERFORMANCE CRITERIA

STANDARD 1: IMPLEMENTS ASSESSMENT PROCEDURES	
1.1 Assists and guides teachers through the referral process.	1.6 Completes all forms as required before placement and re-evaluation.
1.2 Provides screening to identify need for further assessment.	1.7 Compiles case history as needed.
1.3 Provides a thorough assessment and diagnosis.	1.8 Assists in referrals to agencies.
1.4 Maintains ongoing records of referred, screened, and eligible students.	Standard 1. (considerations for professional growth plan)
1.5 Follows timelines from initial referral to placement.	
STANDARD 2: DEMONSTRATES A READINESS TO TEACH	
2.1 Selects appropriate student objectives as dictated by ARC and IEP.	2.5 Develops a therapeutic program.
2.2 Selects appropriate learning experiences.	2.6 Schedules caseload in an efficient and cooperative manner.
2.3 Uses time effectively.	Standard 2. (considerations for professional growth plan)
2.4 Prepares instruction on the basis of individual needs.	

STANDARD 3: DEMONSTRATES A PROFICIENCY MANAGED ENVIRONMENT	
3.1 Arranges setting to support learner activities.	3.3 Uses classroom procedures that are clear and easily managed.
3.10 Provides for a safe and orderly environment.	3.4 Uses classroom procedures that permit independent and interdependent learning.
Standard 3. (considerations for professional growth plan)	
STANDARD 4: DEMONSTRATES PROFICIENCY IN MANAGING STUDENT BEHAVIOR	
4.1 Establishes and clearly communicates expectations.	4.6 Creates a climate in which students display initiative and accept responsibility for learning and conduct.
4.2 Reinforces acceptable student behaviors.	4.7 Demonstrates fairness and consistency in enforcing behavior expectations.
4.3 Uses appropriate consequences for altering unacceptable student behaviors.	4.8 Manages disruptive behavior constructively while maintaining instructional momentum.
4.4 Monitors student behaviors.	Standard 4. (considerations for professional growth plan)
4.5 Holds each student accountable for his/her own behaviors.	
STANDARD 5: INTEGRATES THE CURRICULUM SO THAT STUDENTS CAN MAKE CONNECTION BETWEEN KNOWLEDGE AND EXPERIENCES	
5.1 Implements therapy related to classroom curriculum when possible.	5.3 Provides for critical differences of students in curriculum and instruction planning and implementation.
5.2 Designs and implements themes of interest to students.	5.4 Uses student performance to evaluate growth.
Standard 5. (considerations for professional growth plan)	

STANDARD 6: DEMONSTRATES A PROFICIENCY MANAGED ENVIRONMENT	
6.1 Teaches the skills needed for interdependence to work effectively in groups (taking turns and respecting views of others). Teaches skills for group communication: listening, speaking.	Standard 6. (considerations for professional growth plan)
STANDARD 7: USES A VARIETY OF EFFECTIVE TEACHING TECHNIQUES, EQUIPMENT, MEDIA AND MATERIALS.	
7.1 Uses cooperative learning strategies, when appropriate.	7.6 Uses a variety of questioning techniques (e.g., signal, sample, redirection, individual or private response, prompting, clarification, refocusing, pausing after asking a question, etc.)
7.2 Provides multi-activities (e.g., learning centers, technology)	7.7 Demonstrates knowledge about technology in the speech environment.
7.3 Selects teaching techniques that match the readiness of students to learn.	7.8 Incorporates use of technology into instructional plan, when possible.
7.4 Provides for independent and interdependent learning.	7.9 Uses community resources to enhance instruction.
7.5 Maintains a schedule that assures students will experience success.	Standard 7. (considerations for professional growth plan)
STANDARD 8: USES TEACHING STRATEGIES THAT INCREASE STUDENT MOTIVATION	
8.1 Is knowledgeable of Total Communication Approach.	8.6 Promotes interest through personalizing instruction and novel approaches.
8.2 Provides all students with the opportunity for successful experiences.	8.7 Provides knowledge of results that are meaningful and timely.
8.3 Demonstrates high expectations.	8.8 Provides specific feedback.
8.4 Demonstrates a high level of concern for student success.	8.9 Demonstrates a caring attitude.
8.5 Communicates a positive classroom climate of mutual respect.	8.10 Demonstrates consistent communication with parent/guardian.

Standard 8. (considerations for professional growth plan)	
STANDARD 9: REPORTS TO PARENT/GUARDIAN ON THE BASIS OF THE RESULTS OF STUDENT PROGRESS ASSESSMENT	
9.1 Prepares paperwork in advance and has necessary forms available for parent conferences.	9.5 Reports so that students are not compared to other students.
9.2 Uses narrative methods of reporting student progress when appropriate.	9.6 Maintains ongoing communication with parent/guardian.
9.3 Shows actual expectations met by student.	9.7 Provides information regarding agencies/programs available within the community as needed.
9.4 Conducts conferences with parent/guardian.	Standard 9. (considerations for professional growth plan)
STANDARD 10: COLLABORATES WITH TEACHERS AND STAFF	
9.1 Plans with classroom teachers and staff to implement therapy.	9.4 Assists in proper referrals of individual to agencies and specialists in the community as appropriate.
9.2 Cooperatively develops IEP goals and objectives with Special Education teachers who have students with speech services.	9.5 Shares instructional materials and media.
9.3 Serves as a consultant on topics regarding speech/language development.	Standard 9. (considerations for professional growth plan)

STANDARD 11: MEETS PROFESSIONAL STANDARDS	
11.1 Assumes responsibility for requisitioning and maintaining needed equipment and materials, as provided by the Board.	11.8 Shows proper regard toward students
11.2 Meets assigned time frames.	11.9 Demonstrates good judgment in decision making.
11.3 Serves on committees.	11.10 Seeks further education/training.
11.4 Fulfills out-of-class obligations/duties.	11.11 Participates in workshops, seminars, and other professional growth opportunities.
11.5 Maintains confidentiality regarding students.	11.12 Belongs to professional organizations.
11.6 Shows positive working relationship with faculty and staff.	11.13 Establishes a pattern of dependability by being punctual and having regular attendance.
11.7 Follows proper channels to address issues and problems.	Standard 11. (considerations for professional growth plan)
STANDARD 12: USES PROFESSIONAL GROWTH ACTIVITIES TO IMPROVE THE SPEECH THERAPY PROGRAM	
12.1 Identifies professional growth activities which will improve the speech therapy program.	12.3 Develops a plan which is congruent with the school and district mission and goals.
12.2 Develops an Individual Professional Growth Plan.	12.4 Revises the Professional Growth Plan as goals change.
Standard 9. (considerations for professional growth plan)	

Post Observation Conference

_____	_____
Evaluator's Signature	Date
_____	_____
Evaluatee's Signature	Date

Comments of Evaluator: _____

Comments of Evaluatee: _____

SUMMATIVE CONFERENCING FORM

Speech Therapist

Analyses of Performance and Basis for Individual Professional Growth Plan/Summative Evaluation

(Evaluator and evaluatee discuss and complete prior to developing the professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.)

Evaluatee/Observee _____ Grade Levels _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School Site _____

STANDARDS/PERFORMANCE CRITERIA	Performance/Product/Portfolio Ratings (*More than one (1) can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
1 – IMPLEMENTS ASSESSMENT PROCEDURES				
1.1 Assists and guides teachers through the referral process.				
1.2 Provides screening to identify need for further assessment.				
1.3 Provides a thorough assessment and diagnosis.				
1.4 Maintains ongoing records of referred, screened, and eligible students.				
1.5 Follows timelines from initial referral to placement.				
1.6 Completes all forms as required before placement and re-evaluation.				
1.7 Compiles case history as needed.				
1.8 Assists in referrals to agencies.				
Overall rating for Summative Evaluation Form				
2 – DEMONSTRATES A READINESS TO TEACH				
2.1 Selects appropriate student objectives as dictated by ARC and IEP .				
2.2 Selects appropriate learning experiences.				
2.3 Uses time effectively.				
2.4 Prepares instruction on the basis of individual needs.				
2.5 Develops a therapeutic program.				
2.6 Schedules caseload in an efficient and cooperative manner.				
Overall rating for Summative Evaluation Form				
3-DEMONSTRATES A PROFICIENCY MANAGED ENVIRONMENT				Professional Growth
3.1 Arranges setting to support learner activities.				
1.7 Provides for a safe and orderly environment.				
1.8 Uses classroom procedures that are clear and easily managed.				

1.9 Uses classroom procedures that permit independent and interdependent learning.				
Overall rating for Summative Evaluation Form				

STANDARDS/PERFORMANCE CRITERIA	Performance/Product/Portfolio Ratings (*More than one (1) can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
4-DEMONSTRATES PROFICIENCY IN MANAGING STUDENT BEHAVIOR				
4.1 Establishes and clearly communicates expectations.				
4.2 Reinforces acceptable student behaviors.				
4.3 Uses appropriate consequences for altering unacceptable student behaviors.				
4.4 Monitors student behaviors.				
4.5 Holds each student accountable for his/her own behaviors.				
4.6 Creates a climate in which students display initiative and accept responsibility for learning and conduct.				
4.7 Demonstrates fairness and consistency in enforcing behavior expectations.				
4.8 Manages disruptive behavior constructively while maintaining instructional momentum.				
Overall rating for Summative Evaluation Form				
5-INTEGRATES THE CURRICULUM SO THAT STUDENTS CAN MAKE CONNECTION BETWEEN KNOWLEDGE AND EXPERIENCES	Meets	Growth Needed	Does Not Meet	Professional Growth
5.1 Implements therapy related to classroom curriculum when possible.				
5.2 Designs and implements themes of interest to students.				
5.3 Provides for critical differences of students in curriculum and instruction planning and implementation.				
5.4 Uses student performance to evaluate growth.				
Overall rating for Summative Evaluation Form				
6-TEACHES THE SKILLS NECESSARY FOR STUDENTS TO BECOME PRODUCTIVE MEMBERS OF VARIOUS GROUPS	Meets	Growth Needed	Does Not Meet	Professional Growth
6.1 Teaches the skills needed for interdependence to work effectively in groups (taking turns and respecting views of others). Teaches skills for group communication: listening, speaking.				
Overall rating for Summative Evaluation Form				
7-USES A VARIETY OF EFFECTIVE TEACHING TECHNIQUES, EQUIPMENT, MEDIA AND MATERIALS	Meets	Growth Needed	Does Not Meet	Professional Growth Activities Discussed
7.1 Uses cooperative learning strategies, when appropriate.				
7.2 Provides multi-activities (e.g., learning centers, technology)				
7.3 Selects teaching techniques that match the readiness of students to learn.				
7.4 Provides for independent and interdependent learning.				
7.5 Maintains a schedule that assures students will experience success.				
7.6 Uses a variety of questioning techniques (e.g., signal, sample, redirection, individual or private response, prompting, clarification, refocusing, pausing after asking a question, etc.)				

7.7 Demonstrates knowledge about technology in the speech environment.				
7.8 Incorporates use of technology into instructional plan, when possible.				
7.9 Uses community resources to enhance instruction.				
Overall rating for Summative Evaluation Form				

STANDARDS/PERFORMANCE CRITERIA	Performance/Product/Portfolio Ratings (*More than one (1) can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
8-USES TEACHING STRATEGIES THAT INCREASE STUDENT MOTIVATION				
8.1 Is knowledgeable of Total Communication Approach.				
8.2 Provides all students with the opportunity for successful experiences.				
8.3 Demonstrates high expectations.				
8.4 Demonstrates a high level of concern for student success.				
8.5 Communicates a positive classroom climate of mutual respect.				
8.6 Promotes interest through personalizing instruction and novel approaches.				
8.7 Provides knowledge of results that are meaningful and timely.				
8.8 Provides specific feedback.				
8.9 Demonstrates a caring attitude.				
8.10 Demonstrates consistent communication with parent/guardian.				
Overall rating for Summative Evaluation Form				
9-REPORTS TO PARENT/GUARDIAN ON THE BASIS OF THE RESULTS OF STUDENT PROGRESS ASSESSMENT	Meets	Growth Needed	Does Not Meet	Professional Growth
9.1 Prepares paperwork in advance and has necessary forms available for parent conferences.				
9.2 uses narrative methods of reporting student progress when appropriate.				
9.3 Shows actual expectations met by student.				
9.4 Conducts conferences with parent/guardian.				
9.5 Reports so that students are not compared to other students.				
9.6 Maintains ongoing communication with parent/guardian.				
Overall rating for Summative Evaluation Form				
10-COLLABORATES WITH TEACHERS AND STAFF	Meets	Growth Needed	Does Not Meet	Professional Growth Activities Discussed
9.1 Plans with classroom teachers and staff to implement therapy.				
9.2 Cooperatively develops IEP goals and objectives with Special Education teachers who have students with speech services.				
9.3 Serves as a consultant on topics regarding speech/language development.				
9.4 Assists in proper referrals of individual to agencies and specialists in the community as appropriate.				
9.5 Shares instructional materials and media.				
Overall rating for Summative Evaluation Form				

STANDARDS/PERFORMANCE CRITERIA	Performance/Product/Portfolio Ratings (*More than one (1) can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
11-MEETS PROFESSIONAL STANDARDS				
11.1 Assumes responsibility for requisitioning and maintaining needed equipment and materials, as provided by the Board.				
11.2 Meets assigned time frames.				
11.3 Serves on committees.				
11.4 Fulfills out-of-class obligations/duties.				
11.5 Maintains confidentiality regarding students.				
11.6 Shows positive working relationship with faculty and staff.				
11.7 Follows proper channels to address issues and problems.				
11.8 Shows proper regard toward students				
11.9 Demonstrates good judgment in decision making.				
11.10 Seeks further education/training.				
11.11 Participates in workshops, seminars, and other professional growth opportunities.				
11.12 Belongs to professional organizations.				
11.13 Establishes a pattern of dependability by being punctual and having regular attendance.				
Overall rating for Summative Evaluation Form				
12-USES PROFESSIONAL GROWTH ACTIVITIES TO IMPROVE THE SPEECH THERAPY PROGRAM	Meets	Growth Needed	Does Not Meet	Professional Growth
12.1 Identifies professional growth activities which will improve the speech therapy program.				
12.2 Develops an Individual Professional Growth Plan.				
12.3 Develops a plan which is congruent with the school and district mission and goals.				
12.4 Revises the Individual Professional Growth Plan as goals change.				
Overall rating for Summative Evaluation Form				

*This column provides for one or more rating. For example, an evaluatee might simply “*meet*” the performance criteria and that cell alone would be checked. Also, an evaluatee could “*meet*” the performance criteria yet “*need growth*” in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could “*not meet*” the performance criteria and “*need growth*”.

SUMMATIVE EVALUATION FOR SPEECH THERAPIST

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee _____ **School/Work Site** _____

Evaluator _____ **Position** _____

Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____

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

Ratings

Library Media Standards	Meets	*Does Not Meet
1: Implements Assessment Procedures		
2: Demonstrates a Readiness to Teach		
3: Demonstrates a Proficiency Managed Environment		
4: Demonstrates Proficiency in Managing Student Behavior		
5: Integrates the Curriculum so that Students can make Connection Between Knowledge and Experiences		
6: Teaches the Skills Necessary for Students to Become Productive Members of Various Groups		
7: Uses a Variety of Effective Teaching Techniques, Equipment, Media and Materials		
8: Uses Teaching Strategies that Increase Student Motivation		
9: Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment		
10: Collaborates with Teachers and Staff		
11: Meets Professional Standards		
12: Uses Professional Growth Activities to Improve the Speech		

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. _____ 9. _____ 11. _____ 12. _____

Evaluatee's Comments: _____

Evaluator's Comments: _____

Evaluatee: _____

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

Evaluatee:	<input type="checkbox"/> Agree with this summative evaluation	_____	_____
	<input type="checkbox"/> Disagree with this summative evaluation	Signature	Date

Evaluator:	_____	_____
	Signature	Date

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

Employment Recommendation to Central Office:

- Meets speech therapist standards for re-employment
- Does not meet speech therapist standards for re-employment

Certified employees must make their appeals to this summative evaluation with the time frame mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan. The employee is to receive a copy of this summative form.

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

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR MIGRANT ADVOCATE

The following performance evaluation standards and performance criteria have been designed to:

- ◆ Represent all tasks and duties in Migrant Education Program ;
- ◆ reflect KERA initiatives;
- ◆ apply to all certified staff that work in Migrant Education Program;

MIGRANT ADVOCATE STANDARDS

Standard 1: Designs/Plans Program Activities

Standard 2: Organizes Home/School Environment

Standard 3: Communicates Effectively

Standard 4: Exhibits Professionalism

Standard 5: Meets Job Expectations/Descriptions

Standard 6: Demonstrates Implementation of Technology

Preamble to Migrant Advocate Standards

The Migrant Advocate Standards identify what the effective Migrant Advocate knows and does. The Migrant Advocate Standards incorporate standards that are characteristic of the effective Migrant Advocate. The planning and communication processes of effective Migrant Advocates demonstrate an understanding of the academic, social, emotional, and physical needs of each learner.

Included with each Migrant Advocate Standard are suggested performance criteria. **It is intended that standards and performance criteria be considered holistically rather than applied as a prescriptive checklist when assessing a teacher's performance.** Furthermore, the performance criteria listed for each standard, while descriptive in nature, are not listed in any order of importance.

MIGRANT ADVOCATE STANDARDS FOR PREPARATION AND CERTIFICATION

Standard 1: Designs/Plans Program Activities

The teacher designs and plans program activities based upon appropriate academic expectations/student goals/district/school objectives/students needs and goals.

Performance Criteria:

The extent to which the migrant advocate:

- 1.1 Promotes the value of education by becoming personally acquainted with each migrant family (home visits).
- 1.2 Assists in planning, conducting, and evaluating the tutoring and summer school programs with an emphasis on individualized instruction.
- 1.3 Selects appropriate materials/media/technologies for student needs.
- 1.4 Organizes and plans work well in advance.
- 1.5 Selects activities that are developmentally appropriate and academically challenging.
- 1.6 Networks with existing school resources (Guidance Programs, FRYSC, school nurses, Adult Education, etc.)
- 1.7 Networks and collaborates with other community resources to resolve problem situations and provide enrichment.
- 1.8 Advises migrant parents of adult improvement opportunities (job hunting, skills, GED programs, Family Literacy).
- 1.9 Collaborates with others (students, teachers, parents) to develop, design, and deliver an aligned curriculum to meet the identified needs of students, school, district, and community.

Standard 2: Organizes Home/School Environment

The Migrant Advocate develops a positive learning climate and arranges physical environment to overcome barriers and to enhance student learning.

Performance Criteria:

The extent to which the Migrant Advocate:

- 2.1 Creates a comfortable environment in contacts with families and children.
- 2.2 Maintains a safe/functional environment that minimizes barriers to learning.
- 2.3 Arranges instructional materials/media/equipment/technologies to maximize learning opportunities.
- 2.4 Maintains positive student-teacher interactions.
- 2.5 Displays cultural and personal sensitivity when dealing with students and individual needs of families.
- 2.6 Interacts positively with students, colleagues, parents, and community members.

Standard 3: Communicates Effectively

The Migrant Advocate communicates positively/effectively with students, colleagues, parents, and others.

Performance Criteria:

The extent to which the Migrant Advocate:

- 3.1 Visits schools on a regular basis to maintain communication link.
- 3.2 Informs administrative, instructional, and supportive staff of the migrant program's advocacy role in

the interest of migrant students they serve.

- 3.3 Informs those making referrals of their outcome.
- 3.4 Communicates effectively through written communication.
- 3.5 Is open and outgoing in dealings with families, children, and colleagues.
- 3.6 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions.
- 3.7 Speaks distinctly and clearly.
- 3.8 Adjusts volume and tone for emphasis.
- 3.9 Models correct grammar and pronunciation.
- 3.10 Provides clear instructions.
- 3.11 Displays awareness of space and presence when interacting with others.
- 3.12 Maintains positive interactions with others.
- 3.13 Makes effective uses of non-verbal cues, expressions, gestures, etc.

Standard 4: Exhibits Professionalism

The Migrant Advocate seeks and completes professional growth opportunities/activities to improve instruction.

Performance Criteria:

The extent to which the Migrant Advocate:

- 4.9 Evaluates self and analyzes Migrant Program to identify needs for professional growth
- 4.10 Develops/reviews a professional growth plan congruent with school/district/KERA goals and Mission Statements to improve the Migrant Program and promote student learning.
- 4.11 Reviews professional growth plan annually and revises plan as needs/goals change.
- 4.12 Participates in professional development activities (continuing education, workshops, seminars, action-based research, teacher networks, etc.) and applies to program and student needs.
- 4.13 Shares instructional materials, information, and ideas with colleagues.
- 4.14 Strives to improve instruction and promote student learning on a consistent basis.
- 4.15 Maintains appropriate confidentiality regarding students' behaviors and performances.
- 4.16 Upholds and models Kentucky's School Personnel Code of Ethics.
- 4.17 Encourages professional growth of peers.

Standard 5: Meets Job Expectations/Descriptions

The Migrant Advocate meets local school district job expectations and requirements in job descriptions.

Performance Criteria:

The extent to which the Migrant Advocate:

- 5.1 Tracks migrant students attendance and class performance.
- 5.2 Displays aptitude and ability for the job.
- 5.3 Exhibits self-motivation to complete tasks successfully, professionally, and in a timely and accurate manner.
- 5.4 Demonstrates flexibility and adaptability in dealing with all aspects of the job duties.
- 5.5 Follows through on referrals made on the migrant child's behalf by certified school staff.
- 5.6 Identifies needs in the areas of health, medical, clothing, shelter, food, and other basic areas.

- 5.7 Encourages participation in Parent Advisory Council, School Parent Organizations, and other School and community activities by providing information on their dates, times, and locations.
- 5.8 Complies with laws, regulations, and program operations for the migrant program.
- 5.9 Follows proper channels to address issues and problems.
- 5.10 Meets assigned time frames as stipulated.
- 5.11 Serves on various school/district committees.
- 5.12 Follows school/district policies and procedures including employee time and attendance.
- 5.13 Performs other out-of-class duties consistent with contract/job expectations.

Standard 6: Demonstrates Implementation of Technology

The Migrant Advocate 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.

Performance Criteria:

The extent to which the Migrant Advocate:

- 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, and use other emerging technologies to enhance 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 assessments of student learning.
- 6.16 Instructs and supervises students in the ethical and legal use of technology.

Observation Visit (Formative, Data Collection)

The observer and the observee agree upon an exact date and time for the observation visit. This is achieved by using a Pre-Observation Form. The Pre-Observation Form also provides the observer with other valuable information about the activity to be observed. The activity observation should occur within two (2) working days of the pre-observation conference.

The observer will plan and organize the observation visit by:

1. Reviewing the completed Pre-Observation Form and taking it to the observation visit;
2. Allowing enough time to conduct the observation; and,
3. Taking a lined tablet for scripting behaviors during the visit.

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

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

Remember that the post conference **must** occur within one work-week following the observation.

PRE-OBSERVATION FORM

[To be completed by the teacher (observee) and observer prior to the classroom observation visit.]

Teacher (Observee) Position Grade Level(s)

Site(s) Assignment (School/District) No. of Students No. Students w/IEP

Observer Position Date/Time



Standards Targeted # _____ # _____ # _____ # _____

Activity _____

Expected Impact of the Activity _____

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

Other comments/concerns:

Professional Growth (Area of Concentration)

_____ Observee's Signature	_____ Date	_____ Observer's Signature	_____ Date
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DATA COLLECTION SUMMARY

Migrant Advocate

(Information completed on this form should be gathered from specific products and performances cited during observations, work samples, reports, professional development activities, extra-curricular activities, etc.)

Observee _____

School Site _____

Observer _____

Position _____

Classroom Observation Information:

Unit of Study/Lesson _____

Date _____

Time _____

{If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page and standard number format depicted.}

STANDARDS/PERFORMANCE CRITERIA

STANDARD 1: DESIGNS/PLANS PROGRAM ACTIVITIES	
1.1 Promotes the value of education by becoming personally acquainted with each migrant family. (Home visits)	1.6 Networks with existing school resources (Guidance Programs,
1.2 Assists in planning, conducting, and evaluating the tutoring and summer school programs with an emphasis on individualized instruction.	1.7 Networks and collaborates with other community resources to resolve problem situations and provide enrichment.
1.3 Selects appropriate materials/media/technologies for student needs.	1.8 Advises migrant parents of adult improvement opportunities (job hunting, skills, GED programs, Family Literacy.)
1.4 Organizes and plans work well in advance.	1.9 Collaborates with others (students, teachers, parents) to develop, design, and deliver an aligned curriculum to meet the identified needs of students, school, district, and community.
1.5 Selects activities that are developmentally appropriate and academically challenging.	Standard 1 (considerations for professional growth)

STANDARD 2: ORGANIZES HOME/SCHOOL ENVIRONMENT	
2.1 Creates a comfortable environment in contacts with families and children.	2.4 Maintains positive student-teacher interactions.
2.2 Maintains a safe/functional environment that minimizes barriers to learning.	2.5 Displays cultural and personal sensitivity when dealing with students and individual needs of families.
2.3 Arranges instructional materials/media/equipment/technologies to maximize learning opportunities.	2.6 Interacts positively with students, colleagues, parents, and community members.
Standard 2. (considerations for professional growth plan)	
STANDARD 3: COMMUNICATES EFFECTIVELY	
3.1 Visits schools on a regular basis to maintain communication link.	3.8 Adjusts volume and tone for emphasis.
3.2 Informs administrative, instructional, and supportive staff of the migrant program's advocacy role in the interest of migrant students they serve.	3.9 Models correct grammar and pronunciation.
3.3 Informs those making referrals of their outcomes.	3.10 Provides clear instructions.
3.4 Communicate effectively through written communication.	3.11 Displays awareness of space and presence when interacting with others.
3.6 Is open and outgoing in dealings with families, children, and colleagues.	3.12 Maintains positive interactions with others.
3.6 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions.	3.13 Makes effective uses of non-verbal cues, expressions, gestures, etc.
3.7 Speaks distinctly and clearly.	Standard 3 (considerations for professional growth plan)

STANDARD 4: EXHIBITS PROFESSIONALISM	
4.1 Evaluates self and analyzes Migrant Program to identify needs for professional growth.	4.5 Shares instructional materials, information, ideas with colleagues.
4.2 Develops/reviews a professional growth plan congruent with school/district/KERA goals and Mission Statements to improve the Migrant Program and promote student learning.	4.6 Strives to improve instruction and promote student learning on a consistent basis.
4.3 Reviews professional growth plan annually and revises plan as needs/goals change.	4.7 Maintains appropriate confidentiality regarding students' behaviors and performances.
4.4 Participates in professional development activities (continuing education, workshops, seminars, action-based research, teacher networks, etc.) and applies to program and students needs.	4.8 Upholds and models Kentucky's School Personnel Code of Ethics.
4.9 Encourages professional growth of peers.	Standard 4. (considerations for professional growth plan)
STANDARD 5: MEETS JOB EXPECTATIONS/DESCRIPTIONS	
5.1 Tracks migrant students attendance and class performance.	5.9 Encourages participation in Parent Advisory council, School Parent Organizations, and other school and community activities by providing information on their dates, times, and locations.
5.2 Displays aptitude and ability for the job.	5.8 Complies with laws, regulations, and program operations for the migrant program.
5.3 Exhibits self-motivation to complete tasks successfully, professionally, and in a timely/accurate manner.	5.9 Follows proper channels to address issues and problems.
5.4 Demonstrates flexibility and adaptability in dealing with all aspects of the job duties.	5.10 Meets assigned time frames as stipulated

5.5 Follows through on referrals made on the migrant child's behalf by certified school staff.	5.11 Serves on various school/district committees.
5.6 Identifies needs in the areas of health, medical, clothing, shelter, food, and other basic areas.	5.12 Follows school/district policies and procedures including employee time and attendance.
5.13 Performs other (out-of-class) duties consistent with contract/job expectations.	Standard 5 (considerations for professional growth plan)
STANDARD 6: DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY	
6.1 Operates a multimedia computer and peripherals to install and use a variety of software.	6.9 Designs lessons that use technology to address diverse student needs and learning styles.
6.2 Uses terminology related to computers and technology appropriately in written and verbal communication.	6.10 Practices equitable and legal use of computers and technology in professional activities.
6.3 Demonstrates knowledge of the use of technology in business, industry, and society.	6.11 Facilitates the lifelong learning of self and others through the use of technology.
6.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.	6.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
6.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.	6.13 Applies research-based instructional practices that use computers and other technology.
6.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.	6.14 Uses computers and other technology for individual, small group, and large group learning activities.
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.	6.15 Uses technology to support multiple assessments of student learning.

6.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.	6.16 Instructs and supervises students in the ethical and legal use of technology.
Standard 6. (considerations for professional growth plan)	

Post Observation Conference

Evaluator's Signature

Date

Evaluatee's Signature

Date

Comments of Evaluator: _____

Comments of Evaluatee: _____

SUMMATIVE CONFERENCING FORM

Migrant Advocate

Analyses of Performance and Basis for Individual Professional Growth Plan/Summative Evaluation

(Evaluator and evaluatee discuss and complete prior to developing the professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.)

Evaluatee/Observee _____ Grade Levels _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School Site _____

STANDARDS/PERFORMANCE CRITERIA	Performance/Product/Portfolio Ratings (*More than one (1) can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
1 – DESIGNS/PLANS PROGRAM ACTIVITIES				
1.1 Promotes the value of education by becoming personally acquainted with each migrant family. (Home Visits)				
1.2 Assists in the planning, conducting, and evaluating the tutoring and summer school programs with an emphasis on individualized instruction.				
1.3 Selects appropriate materials/media/technologies for student needs.				
6.4 Organizes and plans work well in advance. 6.5				
1.5 Selects activities that are developmentally appropriate and academically challenging.				
1.6 Networks with existing school resources (Guidance programs, FRYSC, school nurses, Adult Education, etc.)				
1.7 Networks and collaborates with other community resources to resolve problem situations and provide enrichment.				
1.9 Collaborates with others (students, teachers, parents) to develop, design, deliver an aligned curriculum to meet the identified needs of students, school, district, and community.				
Overall rating for Summative Evaluation Form				
2 – ORGANIZES HOME/SCHOOL ENVIRONMENT				Professional Growth Activities Discussed
2.1 Creates a comfortable environment in contacts with families and children.				
2.2 Maintains a safe/functional environment that minimizes barriers to learning.				
2.4 2.3 Arranges instructional materials/ media/equipment/ technologies to maximize learning opportunities.				
2.4 Maintains positive student-teacher interactions.				
2.5 Displays cultural and personal sensitivity when dealing with students and individual needs of families.				

2.6 Interacts positively with students, colleagues, parents, and community members.				
Overall rating for Summative Evaluation Form				
3-COMMUNICATES EFFECTIVELY	Meets	Growth Needed	Does Not Meet	Professional Growth Activities Discussed
3.1 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions.				
3.2 Informs administrative, instructional, and supportive staff of the migrant program's advocacy role in the interest of the migrant students they serve.				
3.3 Informs those making referrals of their outcomes.				
3.4 Communicates effectively through written communication.				
3.5 Is open and outgoing in dealings with families, children, and colleagues.				
3.6 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions.				
3.7 Speaks distinctly and clearly				
3.8 Adjusts volume and tone for emphasis				
3.9 Models correct grammar and pronunciations				
3.10 Provides clear instructions				
3.11 Displays awareness of space and presence when interacting with others.				
3.12 Maintains positive interactions with others.				
3.13 Makes effective uses of non-verbal cues, expressions, gestures, etc.				
Overall rating for Summative Evaluation Form				
4-EXHIBITS PROFESSIONALISM	Meets	Growth Needed	Does Not Meet	Professional Growth Activities Discussed
4.1 Evaluates self and analyzes the Migrant Program to identify needs for professional growth.				
4.2 Develops/ reviews a professional growth plan congruent with school/district/KERA goals and Mission Statements to promote student learning.				
4.3 Reviews professional growth plan annually and revises plan as needs/goals change.				
4.4 Participates in professional development activities (continuing education, workshops, seminars, action-based research, teacher networks, etc.) and applies to program and student needs.				
4.5 Shares instructional materials, information, ideas with colleagues.				
4.6 Strives to improve instruction and promote student learning on a consistent basis.				
4.7 Maintains appropriate confidentiality regarding students' behaviors and performances				
4.8 Upholds and models Kentucky's School Personnel Code of Ethics				
4.9 Encourages professional growth of peers				
Overall rating for Summative Evaluation Form				
5-MEETS JOB EXPECTATIONS/ DESCRIPTIONS	Meets	Growth Needed	Does Not Meet	Professional Growth Activities Discussed
5.1.Tracks migrant students attendance and class performance.				
5.2.Displays the aptitude and ability for the job.				
5.3 Exhibits self-motivation to complete tasks successfully, professionally, and in a timely/accurate manner.				

5.4 Demonstrates flexibility and adaptability in dealing with all aspects of the job duties.				
5.5 Follows through on referrals made on the migrant child's behalf by certified school staff.				
5.6 Identifies needs in the areas of health, medical, clothing, shelter, food, and other basic areas.				
5.7 Encourages participation in Parent Advisory Council, School Parent Organizations, and other school and community activities by providing information on their dates, times, and locations.				
5.8 Complies with laws, regulations, and program operations for the migrant program.				
5.9 Follows proper channels to address issues and problems				
5.10 Meets assigned time frames as stipulated				
5.11 Serves on various school/district committees				
5.12 Follows school/district policies and procedures including employee time and attendance.				
5.13 Performs other (out-of-class) duties consistent with contract/job expectations.				
Overall rating for Summative Evaluation Form				
6-DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY	Meets	Growth Needed	Does Not Meet	Professional Growth Activities Discussed
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, and use other emerging technologies to enhance 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 assessments of student learning.				
6.16 Instructs and supervises students in the ethical and legal use of technology.				
Overall rating for Summative Evaluation Form				

*This column provides for one or more rating. For example, an evaluatee might simply “*meet*” the performance criteria and that cell alone would be checked. Also, an evaluatee could “*meet*” the performance criteria yet “*need growth*” in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could “*not meet*” the performance criteria and “*need growth*”.

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

Employment Recommendation to Central Office:

- Meets Migrant Advocate standards for re-employment
- Does not meet Migrant Advocate standards for re-employment

Certified employees must make their appeals to this summative evaluation with the time frame mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan. The employee is to receive a copy of this summative form.

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

EVALUATON OF FRYSC COORDINATOR/ASST. COORDINATOR

INDIVIDUAL PROFESSIONAL GROWTH PLAN

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

When developing an individual professional growth plan, the employee and the supervisor should discuss and agree upon a meaningful plan suited specifically to enhance and assist the performance of the evaluatee. Exactly when the growth plan originates is determined by the local evaluation plan. For intern and non-tenured teachers, the growth plan should originate during the annual evaluation process. Since tenured teachers may not be evaluated on a particular year, their growth plan can be revised and/or re-written yearly and the date due is left to the discretion of the building principal. Updates and revisions to the individual professional growth plan can result from observation visits, conferences between the employee and the immediate supervisor, and activities identified by the evaluatee as specific enrichment goals.

The professional growth plan must be reviewed annually and maintained as part of the school;s and district’s personnel files. All employees will develop their individual professional growth plan by aligning it with the school’s consolidated plan.

Individual Professional Growth Plan

Name: _____ **Date:** _____ **School Year** _____

Identified School/District Improvement Plan Goal and/or Objective

(Individual Growth Plan **must** align with specific goals and objectives of school/district improvement plan.) :

Present Professional Development Stage	Standard(s)	Objective(s)	Procedures and Activities	Additional Support	Expected Impact	Target Dates <i>for Completion or Review</i>

Employee's Comments: _____

Supervisor's Comments: _____

Individual Growth Plan Developed:	Annual Review: ___ Achieved; ___ Revised; ___ Continued
_____ Employee's Signature Date(s)	_____ Employee's Signature Date(s)
_____ Supervisor's Signature Date(s)	_____ Supervisor's Signature Date(s)

Instructions for Completing the Individual Professional Growth Plan

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

1. Needs Assessment

The professional growth plan should align with the school's consolidated plan. Determine the reason why or the identified need for developing the plan. Does your growth plan goal(s) align with one of the goals or objectives in the consolidated plan? It is also appropriate to review your summative evaluation for any identified professional growth needs.

2. Present Professional Development Stage (see stages on next page)

Select one of the following professional development stages that matches your personal stage of growth.

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

3. Growth Objective(s)/Goal(s)

Identify the specific goal(s) or objective(s) that you plan to develop. For example: to incorporate measurable performance-based assessment items in lessons, or to utilize computer software/technologies in instruction.

4. Procedures and Activities for Achieving Goal(s) and Objective(s)

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 who has mastered the goal or objective; enrolling in a seminar; collaborating with other support personnel, etc.

5. Target Dates for Completion

Identify the date that you plan to accomplish your goal/objective.

Stages of Professional Development Related to Outcomes

Stages of Professional Development	Desired Practitioner Outcomes for Training	Appropriate Training Strategies & Staff Development Processes for Maximum Growth
<p>1. Orientation/Awareness: Stage at which practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program.</p>	<ul style="list-style-type: none"> • Be able to describe the general characteristics of the program and the requirements for use. • Analyze his/her role in the program based upon program characteristics and requirements and the program's demands on the user and the school. • Be able to identify the knowledge/skills needed for program implementation. 	<ul style="list-style-type: none"> • Provide information on key concepts. • Address personal concerns. • Present exemplars and non-exemplars. • Define competencies and requirements to implement program. • Provide opportunities for exploration.
<p>2. Preparation/Application: Stage at which practitioners develop the skills and processes to begin program implementation.</p>	<ul style="list-style-type: none"> • Develop the knowledge and skills needed for initial implementation of the program. • Identify the logistical requirements, necessary resources, and training for initial use of the programs. • Analyze existing resources to determine resources which need to be ordered. • Organize activities, events, and resources for initial use of the program. 	<ul style="list-style-type: none"> • Model skills and processes. • Simulate tasks and processes. • Provide coaching and feedback. • Observation of exemplary programs.
<p>3. Implementation/Management: Stage at which practitioners learn to master the required tasks for implementation of the program in their workplace.</p>	<ul style="list-style-type: none"> • Develop the knowledge and skills needed to organize and manage resources, activities, and events related to day-to-day use of the program. • Analyze his/her use of the program with regard to problems of logistics, management, time, schedule, resources, and reactions of the student. • Make appropriate adaptations and/or modifications in program needed to address local managerial and/or logistical issues. • Develop knowledge of long term requirements for the use of the program. 	<ul style="list-style-type: none"> • Mentoring • Technical Assistance • Coaching • Networking of Resources • Visitations of successful programs in operation
<p>4. Refinement/Impact: Stage at which practitioners vary the use of practices to achieve maximum impact on student achievement.</p>	<ul style="list-style-type: none"> • Analyze cognitive and affective effects of program on students. Develop immediate and long-range plans which address possible needed changes in the program to enhance student outcomes. 	<ul style="list-style-type: none"> • Networking with consultants and other practitioners operating at impact stage. • Regional and national sharing conferences. • Serving as training facilitators to other programs.

Individual Corrective Action Plan

This plan is to be **completed by the evaluator with discussion and assistance from the evaluatee and other resource personnel** as it relates to an inadequate or “does not meet” rating on any one Standard or more from the Summative Evaluation.

The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard.

It is the **evaluator’s responsibility to document all actions taken to assist the evaluatee** in improving his/her performance.

1. Standard Number

Identify the specific standard(s) from the Summative Evaluation Form that has a “does not meet” rating assigned.

2. Present Professional Development Stage (See stages on next page)

Select the stage of professional development that best reflects the evaluatee’s level.

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

3. Growth/Objective(s) Goals

Growth objectives and goals must address the specific standard(s) rated as “does not meet” on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es).

4. Procedures and Activities for Achieving Goal(s) and Objective(s)

Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.

5. Appraisal Method and Target Dates

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluatee.

6. Documentation of all reviews, corrective action, and evaluator’s assistance must be provided periodically (as they occur) to the evaluatee

Evaluators must follow the local district professional development growth and evaluation plan processes and procedures for implementing an Individual Corrective Action Plan.

The Individual Corrective Action Plan is developed when an evaluatee receives a “does not meet” rating(s) on the Summative Evaluation OR when an immediate change is required in behavior.

INDIVIDUAL CORRECTIVE ACTION PLAN
for

Date _____ Work Site _____

Standard No.	*Present PG Stage:	Growth Objective/ Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates
			(attach more pages if necessary)	

Evaluatee's Comments:

Evaluator's Comments:

Individual Corrective Action Plan Developed:	STATUS: Achieved ____ Revised ____ Continued ____
_____ (Evaluatee's Signature) _____ (Date)	_____ (Evaluatee's Signature) _____ (Date)
_____ (Evaluator's Signature) _____ (Date)	_____ (Evaluator's Signature) _____ (Date)

*Professional Growth Plan Stages:
O=Orientation/Awareness A=Preparation/Application I=Implementation/Management
R=Refinement/Impact

Employee Intensive Assistance

The **purpose** of the Intensive Assistance Team is to provide the employee every opportunity to attain the districts' standards of performance. The formation of an Intensive Assistance Team will usually occur when an Individual Corrective Action Plan is in place but may be used at other times as deemed appropriate by the principal. Any district employee should understand that the request for an assistance team is the district's last attempt to salvage the career of the employee. If the standards are not attained, the employee is subject to contract termination.

An assistance growth plan is created in order to provide the employee with additional assistance and supervision to help him/her make the necessary changes in performance to meet district standards. The individual corrective action plan format may be used for this assistance growth plan or the team can devise a format specific to the assistance needed. Once an employee is on an assistance plan, the employee is allowed time to improve their performance and demonstrate that district standards have been attained.

The evaluator shall provide assistance, resources, and the opportunity for the employee to reach the district standards.

The following steps should be followed:

1. The evaluator shall confer with the employee and indicate the desire to bring in an assistance team. If the employee refuses assistance, the evaluator has few options left.
2. In collaboration with the employee, a team is selected.
3. The evaluator, employee, and team members meet to discuss the assistance process.
4. Each meeting of the team is documented in summary format on the intensive assistance team log with recommendations.
5. If the employee, in the judgment of the evaluator, makes progress with team assistance, the summative evaluation is completed and the summative conference occurs. The employee is then back on a Professional Growth Plan.
6. When no improvement in performance toward meeting district standards is attained, even with the help of the assistance team, the employee shall become eligible for termination of employment.

INTENSIVE ASSISTANCE TEAM LOG

Date of Meeting: _____

Employee: _____

Team Members Present:

_____	_____
_____	_____
_____	_____

Summary of Meeting:

Recommendations:

Date of Next Meeting: _____

Bracken County Schools Certified Employee Evaluation Appeal

Membership:

1. The Certified employees shall elect two members and one alternate to serve on the panel.
 - A. Each school shall nominate one certified employee willing to serve as a panel member.
 - B. Ballots listing the candidates shall be prepared and distributed to all certified staff members by the Evaluation Coordinator.
 - C. Ballots shall be collected by the principal or designee at each school and sent to the Evaluation Coordinator.
 - D. The Evaluation Coordinator shall total the votes. Tally sheets shall be kept on file at the central office for two years.
 - E. The candidates with the two largest vote totals shall be named members of the appeal panel.
 - F. The candidate receiving the third largest number of votes shall be named the alternate, respectively.
 - G. Any ties shall be broken with the flip of a coin.
2. The Bracken County Board of Education shall appoint one certified employee to serve on the panel.
3. Terms shall be for one year to run from September 1 to August 30.
4. The chairperson will be the board-appointed member.
5. Members may be re-elected or re-appointed.

Appeal Procedure:

1. A certified employee who believes he/she was unfairly evaluated may submit an appeal to the panel for a timely review of their evaluation. This must be done in writing to the chairperson of the evaluation appeal panel within five (5) working days of receipt of the evaluation.
2. An appeal must be submitted on the appeal form included in the certified evaluation plan to the chairperson and will be filed in the evaluatee's school and district personnel file.
3. No member of the panel shall serve on any appeal in which he/she was the evaluator or the evaluatee.
4. No panel member shall serve on any appeal brought by the member's immediate family (spouse, parents, children, step-parents of children, or in-laws).
5. Panel members, with just cause, may request to be excused from a particular hearing by submitting a letter to the panel chairperson.
6. The panel shall present a recommendation to the appealing employee, evaluator, and Superintendent of the Schools within fifteen (15) working days from the date of filing the appeal.
7. In the event the Superintendent was the evaluator, the recommendations of the panel shall go directly to the Board of Education.

8. On receipt of the panel's recommendation, the Superintendent shall file the panel's recommendation in the appealing employee's personnel file.
9. Should the recommendation order a new evaluation by a second certified evaluator, both evaluations shall be placed in the employee's personnel file.
10. If the employee or evaluator is dissatisfied with the appeals committee findings, they shall notify the Superintendent in writing of the complaint, with justification of complaint within five (5) working days of the receipt of the appeals committee's decision.
11. The Superintendent shall conduct a review of the situation and make a final determination, based upon facts of the case, as indicated by reviewing the evaluation data. The Superintendent may interview the evaluatee, evaluator, and members of the appeals committee.
12. A certified employee who wishes to do so may take the matter to the State Board of Education after the local appeal process has been completed in procedural matters only.

Powers and Conditions

1. The burden of proof rests with the employee appealing to the panel.
2. The evaluator shall be allowed an opportunity to respond to the claims of the appealing employee and to present written records which support the summative evaluation.
3. Both employee and evaluator have the right to review documentation presented.
4. The panel shall participate in all deliberations and determine which documents to review and parties to interview. The panel shall also have control over what information may be tape-recorded during the deliberation to protect the confidentiality of all parties.
5. Both the employee and evaluator have the right to choose representation.
6. After sufficiently reviewing all evidence, the panel may make one of the following recommendations to the Superintendent (or Board of Education if appropriate):
 - A. Uphold the original evaluation as accurate, fair, and the procedures were unabridged.
 - B. Order an evaluation by an alternate evaluator for the succeeding evaluation period. (The alternate evaluator's role does not extend beyond the formal evaluation cycle as outlined in this plan.)
 - C. Order a second evaluation by the same evaluator and filing both evaluations jointly.
 - D. Order a second evaluation by the same evaluator and discarding the original evaluation.
 - E. Remove the summative or any part designated.
7. The chairperson of the appeals panel shall present the decision of the panel for implementation to the Superintendent within three (3) working days of the review.

EVALUATION APPEALS HEARING REQUEST FORM

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

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

My appeal challenges the formative/summative findings on:

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

The date of the formative/summative conference was _____. The date the evaluator was notified of intent to appeal was _____.

Signature _____

Date _____

Appeal Response: _____

Date _____

(This form shall be presented in person or by certified mail to the chairperson of the district Evaluation Appeals Panel. The timeline for filing an appeal (or exact number of working days after the completion of the summative conference) is stipulated in the local district evaluation plan.)

*This form is applicable to all certified employees except the Superintendent who is evaluated by the local board of education members.

**EVALUATION APPEALS PANEL
2008-2009 CYCLE**

Members:

Daniel Fisher	Chairperson
Tracy Florer	
Angie Bauer	

Alternate:

Lisa Stephenson

The purpose of the Evaluation Appeals Panel is to hear appeals from formative/summative evaluations as required by KRS 156.557.

APPENDIX A

APPENDIX B

APPENDIX C

