

**PROFESSIONAL GROWTH
AND
EVALUATION PLAN
FOR
CERTIFIED PERSONNEL**

**Working Together
for
Student Achievement**

"IAAK"

**Caldwell County Schools
2009 - 2010**

Approved by Caldwell County Board of Education on April 20, 2009

**PROFESSIONAL GROWTH
AND
EVALUATION OF CERTIFIED PERSONNEL PLAN**

School District: Caldwell County Schools **Telephone:** 270-365-8000

Address: 612 West Washington Street, P.O. Box 229
Princeton, KY 42445

Superintendent: William Carrell Boyd

Evaluation Contact Person: Sherry Curling

**EVALUATION PLAN DEVELOPMENT COMMITTEE MEMBERS AND
POSITION TITLES**

William Carrell Boyd	Superintendent
Renee Williams	Director of Special Education
Sherry Curling	Instructional Supervisor
Glen Ringstaff	CCHS Principal
Ronnie Martin	CCHS Assistant Principal
Betty Cash	CCHS Teacher
David Shaffer	CCHS Teacher
Mike Stevenson	CCMS Principal
Michelle Ladd	CCMS Assistant Principal
Christy Crisp	CCMS Special Education Teacher
Rosemary Jones	CCMS Teacher
Kay Lane	CCES Principal
Sharon Bragg	CCES Teacher
Andrea Stevens	CCES Teacher
Stacy Travis	CCES Teacher
Paulette Gray	CCPS Principal
Jalynn Rowland	CCPS Guidance Counselor
Lee Gill	CCPS Preschool Teacher
Allison Seymore	CCPS Special Education Teacher
Debbie Farless-Oliver	CCPS Teacher

ASSURANCES

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Caldwell County School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

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

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on _____.

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

EVALUATION TIMELINE

ORIENTATION	Primary Evaluators will receive training on the Professional Growth and Evaluation Plan for Certified Personnel by August 1.
	Teachers will receive an orientation to the Professional Growth and Evaluation Plan for Certified Personnel no later than the end of the first month of reporting for employment for each school year.
NOTIFICATION	Primary Evaluators will notify employees to be evaluated at the beginning of the school year.
PRE-OBSERVATION CONFERENCE	The evaluator and evaluatee will complete a pre-observation form prior to the classroom observation visit.
POST-OBSERVATION CONFERENCE	A post-observation conference will be held within five (5) working days of the classroom observation
PROFESSIONAL GROWTH PLAN	Individual professional growth plans will be established/ reviewed/revised by September 15.
DATA COLLECTION	Formal and informal observation and data collection will continue throughout the school year.
SUMMATIVE EVALUATIONS AND CONFERENCES	Summative evaluations and conferences for all nontenured employees and any employee on a Corrective Action Plan will be completed and are due in the Central Office by April 1 of the current school year.
	Summative evaluations and conferences for tenured teachers and administrators will be completed and are due in Central Office by June 1 of the current school year.

PROCESS AND PROCEDURES

A committee made up of ten administrators and ten teachers reviewed and revised the Professional Growth and Evaluation Plan for Certified Personnel. The teachers on the committee consisted of seven regular classroom teachers, two special needs teachers, and one preschool teacher. The administrators on the committee consisted of the superintendents, four principals, two assistant principals, the Director of Special Education, and the district contact person for certified evaluation.

This plan will be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year.

Each certified employee below the level of superintendent shall be evaluated on the standards and performance criteria found herein by evaluators who have been trained, tested, and approved as evaluators by the Kentucky Department of Education through the initial training process. Each evaluator shall complete twelve hours of additional training every two years to continue approval as an evaluator. Evaluators shall use the forms adopted by the district and approved by the Kentucky Department of Education.

The superintendent's evaluation process will be developed and adopted by the Caldwell County Board of Education.

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

Monitoring and/or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The evaluation of a certified employee below the level of superintendent shall be in writing on an approved evaluation form and become a part of the official personnel record. The observations shall include documentation of information to be used in determining the performance of the evaluatee. The evaluation plan shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record. Each evaluatee shall receive a copy of the evaluation.

For nontenured certified employees there shall be a minimum of two (2) formative data collections (including classroom observations) annually.

Tenured teachers shall have a minimum of one (1) every three-year period when results are satisfactory. However, tenured and nontenured teachers whose observation results are unsatisfactory shall have multiple observations. Formative observations may be announced and/or unannounced.

Administrators shall have a minimum of one (1) formative data collection annually.

The teacher and evaluator will complete a Pre-Observation form prior to the classroom observation visit as a means for the evaluator and evaluatee to discuss what is to be taught. A formative conference between the evaluator and the person evaluated shall occur within five working days following each classroom observation. Formative data collected during the beginning teacher internship period may be utilized in the summative evaluation of the intern. Data will be transferred to district approved forms.

Informal observations will also be used as a part of the evaluative process and can occur at any time the evaluator observes the evaluatee in the performance of his/her duties. Data collected by the evaluator relevant to the evaluatee may also be utilized in the evaluation process.

The summative evaluation of the employee shall be conducted at the end of the evaluation cycle and includes all data collected during the formative phase. A summative conference will be held to discuss the performance indicated on the summative instrument. The employee shall be provided an opportunity for a written response by the evaluatee and a copy of the summative instrument. A copy of the summative evaluation and the Individual Professional Growth Plan will be forwarded to the district office and become a part of the teacher's official file.

Summative evaluations shall occur yearly for each nontenured certified employee, every administrator, and any tenured employee whose observation results are unsatisfactory.

Summative evaluations shall occur a minimum of once every three-year period for each tenured teacher who has satisfactory observation results.

All certified staff will develop an Individual Professional Growth Plan, which is aligned with the goals and missions of the school and/or district improvement plans. The Individual Growth Plan shall be reviewed annually to determine if it has been achieved or needs to be revised or continued. The employee has the responsibility for developing the plan with the assistance of the evaluator. The evaluation process developed for the superintendent by the Caldwell County Board of Education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.

A Corrective Action Plan will be developed by the evaluator to address specific concerns in employee performance. Once the corrective action plan has been implemented, there will be more frequent monitoring by the evaluator and specific assistance provided to improve performance. When the concern has been corrected, the employee will move back into the Individual Professional Growth Plan Cycle.

If there is no improvement with a corrective action plan, the evaluator may choose to implement an Assistance Team to work specifically with the evaluatee in a non-evaluative role to provide additional help. Members of the Assistance Team may include the primary evaluator, the building level curriculum/assessment coordinator, the instructional supervisor, and a colleague who is knowledgeable of the content area of the employee requiring assistance. An employee who is assigned an Assistance Team shall be informed that if the standard is not met, the district may choose to terminate the employment of the teacher or administrator.

Any employee who feels that the summative evaluation by their evaluator is not an accurate assessment of his/her performance either by substance or procedure has a right to a hearing and may file an appeal with the District Appeals Panel. The appropriate form for the request and the Appeals Process and Hearing Procedure is at the end of this document. The evaluatee has ten working days from the date of the summative conference to file a request for appeal.

INTERNSHIP/PROFESSIONAL GROWTH AND EVALUATION PROCESS

INTERN TEACHER	NEW and EXPERIENCED TEACHERS	
NON-TENURED	NON-TENURED	TENURED
less than one (1) year	one (1) through four (4) years	more than four (4) years
<p>The evaluation plan shall be explained to and discussed with all certified employees no later this the end of the first month of reporting for employment for each school 1 year.</p>		
FORMATIVE PHASE (data collection)		
Initial Conference and Pre-conference(s) (prior to an announced observation)	Pre-conference(s) (prior to an announced observation)	Pre-conference(s) (prior to an announced observation)
1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information	1. who observes 2. when observations are to occur 3. where 4. unit of study/] /lesson plan 5. other exchange of information	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
*1. minimum of three (3) per year when results are satisfactory. 2. prior to each formative conference 3. use KTIP Form *More observations may occur when results are unsatisfactory	1. minimum of two (2) per year when results are satisfactory. 2. prior to each formative conference *More observations shall occur when results are unsatisfactory	*1. minimum of one (1) every (3) three-year period when results are satisfactory 2. prior to each formative conference *Multiple observations shall occur when results are unsatisfactory
Formative Conferences (post)	Formative Conferences (post)	Formative Conferences (post)
*1. minimum of three (3) per year 2. intern/intern committee 3. conference with intern follows observation 4. open discussion of observation and feedback to teacher regarding performances/product 5. discuss/establish/revise individual professional growth plan/activities 6. written reports *More conferences way occur when observation results are unsatisfactory	*1. minimum of two (2) per year 2. . evaluator/evaluatee 3. within one (1) work-week following each observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities *More conferences shall occur when observation results are unsatisfactory	*1. minimum of one (1) 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 performances/products S. discuss/establish/revise individual professional growth plan/activities *Multiple conferences shall occur when observation results are unsatisfactory
SUMMATIVE PHASE (decision-making)		
Summative Conference (post)	Summative Conference (post)	Summative Conference (post)
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. estabiish/revise individual professional growth plan	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	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 S. completed (written) evaluation report provided to person evaluated 6. establish/revise individual professional growth plan
Summative Evaluation	Summative Evaluation	Summative Evaluation
1. one time 2. summary/conclusions from all formal and informal evaluation data 3. written report and decision	1. once each year 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report	1. minimum of one (1) every (3) year period 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report
<p>District teacher personnel files shall contain:</p> <ol style="list-style-type: none"> 1. <i>Summative evaluation (completed form) per teacher at the end of the evaluation cycle.</i> 2. <i>Individual professional growth plan per teacher/per evaluation cycle (reviewed annually).</i> 3. <i>Intern records maintained according to KTIP 704 KAR 20:690</i> 		
<p>*Local districts may require more observations/conferences/professional growth activities than stipulated in above table.</p> <p>Specific timelines are designated in the local district plan and teacher internship regulations.</p>		
<p>Procedures used for interns are stipulated by 704 KAR 20:690 (Kentucky Teacher Internship Program) and are for certification purposes only.</p> <p>However, interns are subject to the local district evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.557.</p>		

INTERNSHIP/PROFESSIONAL GROWTH AND EVALUATION PROCESSES FOR EDUCATION ADMINISTRATORS

INTERN PRINCIPAL	ALL SCHOOL ADMINISTRATORS
	(except local district superintendent)
less than one (1) year	one (1) or more years experience
The evaluation plan shall be explained to and discussed with all certified employees no later than the end of the first month of reporting for employment for each school year.	
FORMATIVE PHASE (data collection)	
Initial Conference and Pre-conference(s) (prior to an announced observation)	Pre-conference(s) (prior to an announced 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
<ol style="list-style-type: none"> 1. minimum of three (3) per year when results are satisfactory. 2. prior to each formative conference 3. use PIP Form <p>*More observations may occur when results are unsatisfactory</p>	<ol style="list-style-type: none"> *1. minimum of one per year when results are satisfactory. 2. prior to each formative conference <p>*More observations shall occur when results are unsatisfactory</p>
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 principal regarding performances/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 one per year 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 <p>*More conferences shall occur when observation results are unsatisfactory</p>
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). 3. Intern records maintained according to PIP 704 KAR 20:470 	
*Local districts may require more observations/conferences/professional growth activities than stipulated in above table.	
Specific timelines are designated in the local district plan and the principal internship regulation.	
Procedures used for interns are stipulated by 704 KAR 20:470 (Kentucky Principal Internship Program) and are for certification purposes only. However, interns are subject to the local district evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.557.	

Instructions for Completing the Individual Professional Growth Plan

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

1. Identified School/District Improvement Plan Goal and/or Objective

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

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

2. Present Professional Development (PD) Stage

Select one of the following PD stages that matches your personal stage of growth:

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

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

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

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

Does your growth plan meet your individualized goal(s)/objectives(s)?

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

Will participation in the identified activities assist you in accomplishing your identified goal(s)/ objectives?

5. Expect Impact

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

6. Target Dates for Completion/Review

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

**CALDWELL COUNTY SCHOOLS
PRE-CONFERENCE FORM**

To be completed by the teacher and the evaluator prior to the announced observation.

TEACHER	DATE OF CONFERENCE	
CONTENT AREA / GRADE	EVALUATOR	
DATE OF OBSERVATION	BEGINNING TIME	ENDING TIME

1. BACKGROUND What lesson will you be presenting? Where are you in the unit (introduction, reteaching, review)?

2. STUDENTS What are the students like in your class? What are their abilities, characteristics, or behaviors?

3. OBJECTIVES What do you want the students to know or be able to do at the end of the lesson?

4. METHODS, PROCEDURES, STUDENT ACTIVITIES How will the **learning** be accomplished? What will the students be doing?

5. EVALUATION How will you evaluate student learning?

6. SPECIFIC TEACHER CHARACTERISTICS Are there any specific teaching behaviors that you would like to be observed?

7. PRIORITIES What are our priorities in order to reach our school's goal? What do we need to focus on the most?

EVALUATEE'S SIGNATURE _____ **DATE** _____

EVALUATOR'S SIGNATURE _____ **DATE** _____

CALDWELL COUNTY SCHOOLS

TEACHER FORMATIVE OBSERVATION REPORT

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

Evaluatee/Observee _____ **Grade(s)** _____

School _____

Evaluator/Observer _____ **Position** _____

Date of Observation _____ **Date of Conference** _____

Tenured _____ **Non-Tenured** _____

Standards/Performance Criteria	Performance/Product/ Portfolio Ratings (*More than one (1) rating can be checked)		
	Meets	Growth Needed	Does Not Meet
1: Demonstrates Applied Content Knowledge			
1.1 Communicates concepts, processes, and knowledge			
1.2 Connects content to life experiences of student			
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning			
1.4 Guides students to understand content from various perspectives			
1.5 Identifies and addresses students' misconceptions of content			
Overall rating for Formative Evaluation Form			
COMMENTS			
2: Designs and Plans Instruction			
2.1 Develops significant objectives aligned with standards			
2.2 Uses contextual data to design instruction relevant to students			
2.3 Plans assessments to guide instruction and measure learning objectives			
2.4 Plans instructional strategies and activities that address learning objectives for all students that are fair and respect diversity and individual differences			
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning			
Overall rating for Formative Evaluation Form			
COMMENTS			

FORMATIVE CONFERENCING FORM FOR TEACHERS

3: Creates and Maintains Learning Climate	Meets	Growth Needed	Does Not Meet
3.1 Communicates high expectations			
3.2 Establishes a positive learning environment			
3.3 Values and supports student diversity and addresses individual needs			
3.4 Fosters mutual respect between teacher and students and among students			
3.5 Provides a safe environment for learning			
Overall rating for Formative Evaluation Form			
COMMENTS			
4: Implements and Manages Instruction	Meets	Growth Needed	Does Not Meet
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students			
4.2 Implements instruction based on diverse student needs and assessment data			
4.3 Uses time effectively			
4.4 Uses space and materials effectively			
4.5 Implements and manages instruction in ways that facilitate higher order thinking			
Overall rating for Formative Evaluation Form			
COMMENTS			
5: Assesses and Communicates Learning Results	Meets	Growth Needed	Does Not Meet
5.1 Uses pre-assessments			
5.2 Uses formative assessments			
5.3 Uses summative assessments			
5.4 Describes, analyzes, and evaluates student performance data			
5.5 Communicates learning results effectively to students and parents			
5.6 Allows opportunity for student self-assessment			
Overall rating for Formative Evaluation Form			
COMMENTS			

FORMATIVE CONFERENCING FORM FOR TEACHERS

6: Demonstrates the Use of Resources and the Implementation of Technology	Meets	Growth Needed	Does Not Meet
6.1 Uses available resources and technology to design and plan instruction			
6.2 Uses available resources and technology to implement instruction that facilitates student learning			
6.3 Integrates student use of available technology into instruction			
6.4 Uses available technology to assess and communicate student learning			
6.5 Demonstrates ethical and legal use of technology			
Overall rating for Formative Evaluation Form			
COMMENTS			
7: Reflects On and Evaluates Teaching and Learning	Meets	Growth Needed	Does Not Meet
7.1 Uses data to reflect on and evaluate student learning			
7.2 Uses data to reflect on and evaluate instructional practice			
7.3 Uses data to reflect on and identify areas for professional growth			
Overall rating for Formative Evaluation Form			
COMMENTS			
8: Collaborates with Colleagues/Parents/Others	Meets	Growth Needed	Does Not Meet
8.1 Identifies students whose learning could be enhanced by collaboration			
8.2 Designs and communicates a plan to enhance student learning that may include peers, students, parents, and others in the collaborative effort			
8.3 Implements planned activities that enhance student learning and engage all parties			
8.4 Analyzes data to evaluate the outcomes of collaborative efforts			
Overall rating for Formative Evaluation Form			
COMMENTS			

FORMATIVE CONFERENCING FORM FOR TEACHERS

9: Evaluates Teaching and Implements Professional Development	Meets	Growth Needed	Does Not Meet
9.1 Self assesses personal and professional performance and responsibilities (including attendance, punctuality, and evaluating results) that are consistent with school and community goals, Kentucky’s Teacher Standards, the professional code of ethics, and any other standards established by EPSB			
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues			
9.3 Designs a professional growth plan that addresses identified priorities			
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning			
Overall rating for Formative Evaluation Form			
COMMENTS			
10: Provides Leadership Within School/Community/Profession	Meets	Growth Needed	Does Not Meet
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school			
10.2 Develops a plan for engaging in leadership activities			
10.3 Implements a plan for engaging in leadership activities			
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts			
Overall rating for Formative Evaluation Form			
COMMENTS			

*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.

EVALUATOR SIGNATURE

DATE

EVALUATEE SIGNATURE

DATE

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

1: Vision <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
A. Collaboratively developing and implementing a shared vision and mission				
B. Demonstrating knowledge and understanding of administrative functions and effective leadership techniques				
C. Collecting and using data to identify goals, assess organizational effectiveness, and promote organizational learning				
D. Creating and implementing plans to achieve goals that are consistent with school and community goals and administrative regulations				
E. Promoting continuous and sustainable improvement				
F. Monitoring and evaluating progress and revising plans				
Overall rating for Formative Evaluation Form				

FORMATIVE CONFERENCING FORM
Education Administrators

2: School Culture and Learning <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
A. Nurtures and sustains a culture of collaboration, trust, learning, and high expectations among peers, students, parents, and others				
B. Creates a comprehensive, rigorous, and coherent curricular program				
C. Creates a personalized and motivating learning environment for all students that is fair and respects diversity and individual differences				
D. Supervises instruction				
E. Develops assessment and accountability systems to monitor student progress				
F. Develops the instructional and leadership capacity of staff				
G. Maximizes time spent on quality instruction				
H. Promotes and demonstrates the use of the most effective resources and appropriate technologies to support teaching and learning				
I. Monitors and evaluates the impact of the instructional program				
Overall rating for Formative Evaluation Form				

3: Management <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
A. Monitors and evaluates the management and operational systems based on validated managerial practices				
B. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources				
C. Promotes and protects the welfare and safety of all students and staff				
D. Develops the capacity for distributed leadership				
E. Ensures teacher and organizational time is focused to support quality instruction and student learning				
Overall rating for Formative Evaluation Form				

FORMATIVE CONFERENCING FORM
Education Administrators

4: Collaboration <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
A. Collects and analyzes data and information pertinent to the educational environment				
B. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources				
C. Builds and sustains positive relationships with families and caregivers				
D. Builds and sustains productive relationships with community partners				
Overall rating for Formative Evaluation Form				

5: Integrity, Fairness, Ethics <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
A. Ensures a system of accountability for every student's academic and social success				
B. Models principles of self-awareness and professional growth, reflective practice on personal and professional responsibilities (including attendance, punctuality, and evaluating results), transparency, and behavior that adheres to the professional code of ethics and any other standards established by EPSB				
C. Safeguards the values of democracy, equality, and diversity				
D. Considers and evaluates the potential, moral and legal consequences of decision-making				
E. Promotes social justice and ensures that individual student needs inform all aspects of schooling				
Overall rating for Formative Evaluation Form				

FORMATIVE CONFERENCING FORM
Education Administrators

6: Political, Economic, Legal <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
A. Advocates for children, families, and caregivers				
B. Acts to influence local, district, state, and national decisions affecting student learning				
C. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies				
Overall rating for Formative 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.

EVALUATEE SIGNATURE _____ **DATE** _____

EVALUATOR SIGNATURE _____ **DATE** _____

FORMATIVE CONFERENCING FORM
Guidance Counselors
ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN
FORMATIVE 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

1: Vision <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
G. Collaboratively developing and implementing a shared vision and mission				
H. Demonstrating knowledge and understanding of administrative functions and effective leadership techniques				
I. Collecting and using data to identify goals, assess organizational effectiveness, and promote organizational learning				
J. Creating and implementing plans to achieve goals that are consistent with school and community goals and administrative regulations				
K. Promoting continuous and sustainable improvement				
L. Monitoring and evaluating progress and revising plans				
Overall rating for Formative Evaluation Form				

FORMATIVE CONFERENCING FORM
Guidance Counselors

2: School Culture and Learning <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
J. Nurtures and sustains a culture of collaboration, trust, learning, and high expectations among peers, student, parents, and others				
K. Creates a comprehensive, rigorous, and coherent curricular program				
L. Creates a personalized and motivating learning environment for students that is fair and respects diversity and individual differences				
M. Supervises instruction				
N. Develops assessment and accountability systems to monitor student progress				
O. Develops the instructional and leadership capacity of staff				
P. Maximizes time spent on quality instruction				
Q. Promotes and demonstrates the use of the most effective resources and appropriate technologies to support teaching and learning				
R. Monitors and evaluates the impact of the instructional program				
Overall rating for Formative Evaluation Form				

3: Management <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
F. Monitors and evaluates the management and operational systems based on validated managerial practices				
G. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources				
H. Promotes and protects the welfare and safety of all students and staff				
I. Develops the capacity for distributed leadership				
J. Ensures teacher and organizational time is focused to support quality instruction and student learning				
Overall rating for Formative Evaluation Form				

FORMATIVE CONFERENCING FORM
Guidance Counselors

4: Collaboration <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
E. Collects and analyzes data and information pertinent to the educational environment				
F. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources				
G. Builds and sustains positive relationships with families and caregivers				
H. Builds and sustains productive relationships with community partners				
Overall rating for Formative Evaluation Form				

5: Integrity, Fairness, Ethics <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
F. Ensures a system of accountability for every student's academic and social success				
G. Models principles of self-awareness and professional growth, reflective practice on personal and professional responsibilities (including attendance, punctuality, and evaluating results), transparency, and behavior that adheres to the professional code of ethics and any other standards established by EPSB				
H. Safeguards the values of democracy, equality, and diversity				
I. Considers and evaluates the potential, moral and legal consequences of decision-making				
J. Promotes social justice and ensures that individual student needs inform all aspects of schooling				
Overall rating for Formative Evaluation Form				

FORMATIVE CONFERENCING FORM
Guidance Counselors

6: Political, Economic, Legal <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth
	(*More than one (1) rating can be checked)			Activities
	Meets	Growth Needed	Does Not Meet	Discussed
D. Advocates for children, families, and caregivers				
E. Acts to influence local, district, state, and national decisions affecting student learning				
F. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies				
Overall rating for Formative Evaluation Form				

7: Program Management, Research, and Evaluation <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth
	(*More than one (1) rating can be checked)			Activities
	Meets	Growth Needed	Does Not Meet	Discussed
A. Defines needs and priorities				
B. Determines objectives				
C. Communicates with the stakeholders, including school councils, about the design, importance, and effectiveness of the program				
D. Organizes personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans				
E. Evaluates the program to assure its contribution to the school's mission and goals				
F. Uses information systems and technology				
Overall rating for Formative Evaluation Form				

FORMATIVE CONFERENCING FORM
Guidance Counselors

8. Demonstrates Implementation of Technology <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth
	(*More than one (1) rating can be checked)			Activities
	Meets	Growth Needed	Does Not Meet	Discussed
A. Operates a multimedia computer and peripherals to install and use a variety of software				
B. Uses terminology related to computers and technology appropriately in written and verbal communication				
C. Demonstrates knowledge of the use of technology in business, industry, and society				
D. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and uses other emerging technologies to enhance professional productivity and support instruction				
E. Practices equitable and legal use of computers and technology in professional activities				
F. Facilitates the lifelong learning of self and others through the use of technology				
G. Explores, uses, and evaluates technology resources: software, applications, and related documentation				
H. Applies research-based instructional practices that use computers and other technology				
I. Uses computers and other technology for individual, small group, and large group learning activities				
J. Instructs and supervises students in the ethical and legal use of technology				
Overall rating for Formative Evaluation Form				

FORMATIVE CONFERENCING FORM
Guidance Counselors

9. Developmental Guidance Curriculum <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
A. Assesses the developmental needs of students				
B. Addresses academic expectations and school-to-work initiatives				
C. Prepares students for successful transitions				
D. Evaluates the results of the curriculum's impact.				
E. Modifies the curriculum as needed to continually meet the needs of students				
F. Guides individuals and groups of students through the development of educational and career plans				
G. Provides guidance for maximizing personal growth and development				
H. Teaches the school developmental guidance curriculum				
I. Assists teachers in the teaching of the guidance curriculum				
Overall rating for Formative Evaluation Form				

10. Individual / Small Group Counseling <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
A. Provides a safe, confidential setting in which students present their needs and concerns				
B. Promotes wellness				
C. Responds to crises				
D. Communicates empathy and understanding				
E. Utilizes a broad range of techniques and accepted theories appropriate to school counseling				
F. Utilizes assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers)				
G. Intervenes in problem/conflict situations and conducts follow-up sessions				
H. Respects and nurtures the uniqueness of each student				
I. Mediates classroom and student conflict				
J. Empowers students to develop and use their own resources				
Overall rating for Formative Evaluation Form				

FORMATIVE CONFERENCING FORM
Guidance Counselors

11. Coordination <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
A. Coordinates with school and community personnel, including school councils, to provide resources for students				
B. Uses an effective referral process for assisting students and others to use special programs and services				
C. Identifies community agencies for referral of students				
D. Maintains cooperative working relationships with community resources				
E. Facilitates successful transition from one level of education to the next, (i.e., elementary to middle)				
Overall rating for Formative Evaluation Form				

12. Consultation / Collaboration <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
A. Consults with parents, faculty, staff, administrators, and others to enhance their work with students				
B. Interprets relevant information concerning the developmental needs of students				
C. Reduces barriers to student learning through direct referred services				
D. Facilitates new student integration into the school environment				
E. Works with teachers to provide support for students in a crisis situation				
F. Interacts with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school communities				
G. Facilitates successful communication between and among teachers, parents, and students				
H. Works with teachers and administrators relevant to behavior management to promote and support intervention strategies				
I. Consults with external community and professional resources				
Overall rating for Formative Evaluation Form				

FORMATIVE CONFERENCING FORM
Guidance Counselors

13. Engages in Professional Development <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
A. Establishes priorities for professional growth				
B. Analyzes student performance to help identify professional development needs				
C. Solicits input from others in the creation of individual professional growth plans				
D. Applies to instruction the knowledge, skills, and processes acquired through professional development				
E. Modifies own professional development plan to improve instructional performance and to promote student learning				
Overall rating for Formative Evaluation Form				

14. Assessment <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
A. Participates in the planning and evaluation of the district/school-testing program				
B. Assesses, interprets and communicates learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles				
C. Collaborates with staff concerning assessment of special needs students				
D. Uses assessment results and other sources of student data in formulating students career/graduation plans				
E. Coordinates student records to ensure the confidentiality of assessment data				
F. Provides orientation sessions for faculty, students, and parents regarding the assessment program				
Overall rating for Formative Evaluation Form				

FORMATIVE CONFERENCING FORM

Guidance Counselors

15. Adheres to Professional Standards <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth
	(*More than one (1) rating can be checked)			Activities
	Meets	Growth Needed	Does Not Meet	Discussed
A. Adheres 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				
B. Adheres to federal/state laws and regulations related to education and child protection				
C. Is responsible for on-going professional development				
D. Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action				
E. Is knowledgeable of the position statements of the American School Counseling Association				
Overall rating for Formative Evaluation Form				

16. Demonstrates Professional Leadership <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth
	(*More than one (1) rating can be checked)			Activities
	Meets	Growth Needed	Does Not Meet	Discussed
A. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning				
B. Discusses with parents, students and others the purpose and scope of the collaborative effort				
C. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution				
D. Analyzes previous collaborative experiences to improve future experience				
E. Assesses students' special needs and collaborates with school services and community agencies to meet those needs				
Overall rating for Formative 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.

EVALUATEE SIGNATURE _____ **DATE** _____

EVALUATOR SIGNATURE _____ **DATE** _____

FORMATIVE CONFERENCING FORM
School Psychologist
ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN
FORMATIVE 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

1: Vision <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
M. Collaboratively developing and implementing a shared vision and mission				
N. Demonstrating knowledge and understanding of administrative functions and effective leadership techniques				
O. Collecting and using data to identify goals, assess organizational effectiveness, and promote organizational learning				
P. Creating and implementing plans to achieve goals that are consistent with school and community goals and administrative regulations				
Q. Promoting continuous and sustainable improvement				
R. Monitoring and evaluating progress and revising plans				
Overall rating for Formative Evaluation Form				

FORMATIVE CONFERENCING FORM
School Psychologist

2: School Culture and Learning <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
S. Nurtures and sustains a culture of collaboration, trust, learning, and high expectations among peers, students, parents, and others				
T. Creates a comprehensive, rigorous, and coherent curricular program				
U. Creates a personalized and motivating learning environment for students that is fair and respects diversity and individual differences				
V. Supervises instruction				
W. Develops assessment and accountability systems to monitor student progress				
X. Develops the instructional and leadership capacity of staff				
Y. Maximizes time spent on quality instruction				
Z. Promotes and demonstrates the use of the most effective resources and appropriate technologies to support teaching and learning				
AA. Monitors and evaluates the impact of the instructional program				
Overall rating for Formative Evaluation Form				

3: Management <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
K. Monitors and evaluates the management and operational systems based on validated managerial practices				
L. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources				
M. Promotes and protects the welfare and safety of all students and staff				
N. Develops the capacity for distributed leadership				
O. Ensures teacher and organizational time is focused to support quality instruction and student learning				
Overall rating for Formative Evaluation Form				

FORMATIVE CONFERENCING FORM
School Psychologist

4: Collaboration <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
I. Collects and analyzes data and information pertinent to the educational environment				
J. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources				
K. Builds and sustains positive relationships with families and caregivers				
L. Builds and sustains productive relationships with community partners				
Overall rating for Formative Evaluation Form				

5: Integrity, Fairness, Ethics <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
K. Ensures a system of accountability for every student's academic and social success				
L. Models principles of self-awareness and professional growth, reflective practice on personal and professional responsibilities (including attendance, punctuality, and evaluating results), transparency, and behavior that adheres to the professional code of ethics and any other standards established by EPSB				
M. Safeguards the values of democracy, equality, and diversity				
N. Considers and evaluates the potential, moral and legal consequences of decision-making				
O. Promotes social justice and ensures that individual student needs inform all aspects of schooling				
Overall rating for Formative Evaluation Form				

FORMATIVE CONFERENCING FORM
School Psychologist

6: Political, Economic, Legal <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
G. Advocates for children, families, and caregivers				
H. Acts to influence local, district, state, and national decisions affecting student learning				
I. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies				
Overall rating for Formative Evaluation Form				

7: Psychological Services <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
A. Participates in establishing priorities for the delivery of psychological services				
B. Maintains records of services requested and delivered				
C. Interprets educational policies, programs, and procedures related to psychological services				
D. Explains roles and responsibilities of school psychologist to students, parents, school staff, and community				
E. Works with school personnel to accomplish identified program goals and objectives				
F. Applies psychological research data to the development and evaluation of educational programs and services				
G. Utilizes school and community resources to maximize program effectiveness				
H. Performs duties consistent with the goals for Kentucky students and the mission of the school and local community				
I. Demonstrates punctuality and good attendance for all duties				
J. Makes efficient use of physical and human resources and time				
Overall rating for Formative Evaluation Form				

FORMATIVE CONFERENCING FORM
School Psychologist

8. Program Management and Leadership <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
A. Organizes daily practices in agreement with current knowledge of school psychology				
B. Promotes the use of school and community resources as additional means of accomplishing assessment goals				
C. Assists in the screening of students possibly in need of more comprehensive assessment				
D. Applies psychological and psycho-educational assessment techniques as planned				
E. Applies diagnostic assessment within specific areas of deficiency to aid in instructional planning				
F. Implements intervention procedures with individuals and groups				
G. Applies local, state, and federal law policies and regulations to the delivery of school psychological services				
H. Formulates educational recommendations and interventions consistent with assessment data				
I. Contributes to the development and evaluation of instructional programs as planned				
J. Plans or assists in the planning of psychological in-service training and educational and psychological programs for students, staff, and parents				
Overall rating for Formative Evaluation Form				

FORMATIVE CONFERENCING FORM
School Psychologist

9. Collaborative Relationships <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
A. Demonstrates positive collaborative relationships with students				
B. Demonstrates positive collaborative relationships with staff.				
C. Demonstrates positive collaborative relationships with administrators				
D. Demonstrates positive collaborative relationships with parents / community				
Overall rating for Formative Evaluation Form				

10. Professional Duties and Responsibilities <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
A. Is punctual in performance of duties				
B. Participates in professional development activities to continually upgrade skills				
C. Makes studies of new practices and techniques for improving the keeping of records				
D. Attends meetings and other school related programs as necessary and appropriate				
E. Develops and implements activities that are designed to carry out the goals of the school district				
Overall rating for Formative Evaluation Form				

FORMATIVE CONFERENCING FORM
School Psychologist

11. Demonstrates Implementation of Technology <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth
	(*More than one (1) rating can be checked)			Activities
	Meets	Growth Needed	Does Not Meet	Discussed
A. Operates a multimedia computer and peripherals to use a variety of software				
B. Uses terminology related to computers and technology appropriately in written and verbal communications (e.g. newsletters, email responses)				
C. Demonstrates knowledge of the use of technology in business, industry, and society (e.g. power point presentations, use of email, budget spreadsheets)				
D. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, and use other emerging technologies to enhance professional productivity and support instruction				
E. Follows Board policy, laws, and regulations in the use of computers and technology in both professional and personal activities				
F. Facilitates the lifelong learning of self and others through the use of technology (e.g. professional growth plans, training provisions, attendance at technology training)				
G. Ensures appropriate research-based instructional practices related to integration of technology are included in the school's instructional programs (e.g. classroom observations, walk-throughs, professional growth plans)				
Overall rating for Formative 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.

EVALUATEE SIGNATURE _____ **DATE** _____

EVALUATOR SIGNATURE _____ **DATE** _____

CALDWELL COUNTY SCHOOLS

SPECIAL EDUCATION TEACHER FORMATIVE OBSERVATION REPORT

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

Evaluatee/Observed _____ Grade(s) _____

School _____

Evaluator/Observer _____ Position _____

Date of Observation _____ Date of Conference _____

Tenured _____ Non-Tenured _____

Standards/Performance Criteria	Performance/Product/ Portfolio Ratings (*More than one (1) rating can be checked)		
	Meets	Growth Needed	Does Not Meet
1: Demonstrates Applied Content Knowledge			
1.1 Communicates concepts, processes, and knowledge			
1.6 Connects content to life experiences of student			
1.7 Demonstrates instructional strategies that are appropriate for content and contribute to student learning			
1.8 Guides students to understand content from various perspectives			
1.9 Identifies and addresses students' misconceptions of content			
Overall rating for Formative Evaluation Form			
COMMENTS			
2: Designs and Plans Instruction			
2.6 Develops significant objectives aligned with standards			
2.7 Uses contextual data to design instruction relevant to students			
2.8 Plans assessments to guide instruction and measure learning objectives			
2.9 Plans instructional strategies and activities that address learning objectives for all students that are fair and respect diversity and individual differences			
2.10 Plans instructional strategies and activities that facilitate multiple levels of learning			
Overall rating for Formative Evaluation Form			
COMMENTS			

FORMATIVE CONFERENCING FORM FOR SPECIAL EDUCATION TEACHERS

3: Creates and Maintains Learning Climate	Meets	Growth Needed	Does Not Meet
3.5 Communicates high expectations			
3.6 Establishes a positive learning environment			
3.7 Values and supports student diversity and addresses individual needs			
3.8 Fosters mutual respect between teacher and students and among students			
3.5 Provides a safe environment for learning			
Overall rating for Formative Evaluation Form			
COMMENTS			
4: Implements and Manages Instruction	Meets	Growth Needed	Does Not Meet
4.6 Uses a variety of instructional strategies that align with learning objectives and actively engage students			
4.7 Implements instruction based on diverse student needs and assessment data			
4.8 Uses time effectively			
4.9 Uses space and materials effectively			
4.10 Implements and manages instruction in ways that facilitate higher order thinking			
Overall rating for Formative Evaluation Form			
COMMENTS			
5: Assesses and Communicates Learning Results	Meets	Growth Needed	Does Not Meet
5.7 Uses pre-assessments			
5.8 Uses formative assessments			
5.9 Uses summative assessments			
5.10 Describes, analyzes, and evaluates student performance data			
5.11 Communicates learning results effectively to students and parents			
5.12 Allows opportunity for student self-assessment			
Overall rating for Formative Evaluation Form			
COMMENTS			

FORMATIVE CONFERENCING FORM FOR SPECIAL EDUCATION TEACHERS

6: Demonstrates the Use of Resources and the Implementation of Technology	Meets	Growth Needed	Does Not Meet
6.6 Uses available resources and technology to design and plan instruction			
6.7 Uses available resources and technology to implement instruction that facilitates student learning			
6.8 Integrates student use of available technology into instruction			
6.9 Uses available technology to assess and communicate student learning			
6.10 Demonstrates ethical and legal use of technology			
Overall rating for Formative Evaluation Form			
COMMENTS			
7: Reflects On and Evaluates Teaching and Learning	Meets	Growth Needed	Does Not Meet
7.4 Uses data to reflect on and evaluate student learning			
7.5 Uses data to reflect on and evaluate instructional practice			
7.6 Uses data to reflect on and identify areas for professional growth			
Overall rating for Formative Evaluation Form			
COMMENTS			
8: Collaborates with Colleagues/Parents/Others	Meets	Growth Needed	Does Not Meet
8.5 Identifies students whose learning could be enhanced by collaboration			
8.6 Designs and communicates a plan to enhance student learning that may include peers, students, parents, and others in the collaborative effort			
8.7 Implements planned activities that enhance student learning and engage all parties			
8.8 Analyzes data to evaluate the outcomes of collaborative efforts			
Overall rating for Formative Evaluation Form			
COMMENTS			

FORMATIVE CONFERENCING FORM FOR SPECIAL EDUCATION TEACHERS

9: Evaluates Teaching and Implements Professional Development	Meets	Growth Needed	Does Not Meet
9.5 Self assesses personal and professional performance and responsibilities (including attendance, punctuality, and evaluating results) that are consistent with school and community goals, Kentucky's Teacher Standards, the professional code of ethics, and any other standards established by EPSB			
9.6 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues			
9.7 Designs a professional growth plan that addresses identified priorities			
9.8 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning			
Overall rating for Formative Evaluation Form			
COMMENTS			
10: Provides Leadership Within School/Community/Profession	Meets	Growth Needed	Does Not Meet
10.5 Identifies leadership opportunities that enhance student learning and/or professional environment of the school			
10.6 Develops a plan for engaging in leadership activities			
10.7 Implements a plan for engaging in leadership activities			
10.8 Analyzes data to evaluate the results of planned and executed leadership efforts			
Overall rating for Formative Evaluation Form			
COMMENTS			

FORMATIVE CONFERENCING FORM FOR SPECIAL EDUCATION TEACHERS

11: Demonstrates Organizational Skills and Professional	Meets	Growth Needed	Does Not Meet
11.1 Ensures that schedules of service delivery match the IEP requirements of the students on his/her caseload			
11.2 Implements a daily schedule of service delivery to match the IEP requirements of all students for whom he/she provides instruction			
11.3 Notifies teachers of SDI modifications and testing accommodations			
11.4 Regularly conducts progress monitoring activities for all students for whom he/she provides instruction			
11.5 Regularly collects progress monitoring data from all relevant teachers to document students' progress on IEP goals			
11.6 Ensures that the re-evaluation/progress review procedural timelines are implemented properly for all students on his/her caseload			
11.7 Delivers instructional activities and provides meaningful support to students in a collaborative setting			
11.8 Provides parents with copies of required parent notifications (i.e., progress reports, ARC meeting notices, ARC conference summaries, Progress Reviews, IEPs, BIPs, etc.) as documented on the parent contact log			
11.9 Ensures that all student special education data is current, accurate and complete in the district's computer tracking system			
11.10 Creates student IEPs that are thorough, professionally written with data-based statements, and adequately address the students' identified needs			
11.11 Participates in ARC meetings in a professional, knowledgeable, and caring manner and brings all necessary documents to ARC meetings			
11.12 Initiates school-to-school transition procedures (pre-school to K, 5th to 6th, and 8th to 9th) and ensures that parents are invited to fully participate			
11.13 Fully coordinates post-secondary transition procedures for all students aged 14 and older on his/her caseload in a purposeful, timely manner			
11.14 Demonstrates an early intervention approach to student maladaptive behaviors and develops appropriate Behavior Intervention Plans as needed			
Overall rating for Formative Evaluation Form			
COMMENTS			

*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.

EVALUATOR SIGNATURE

DATE

EVALUATEE SIGNATURE

DATE

CALDWELL COUNTY SCHOOLS

LIBRARY/MEDIA SPECIALIST FORMATIVE OBSERVATION REPORT

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

Evaluatee/Observee _____ Grade(s) _____

School _____

Evaluator/Observer _____ Position _____

Date of Observation _____ Date of Conference _____

Tenured _____ Non-Tenured _____

Standards/Performance Criteria	Performance/Product/ Portfolio Ratings (*More than one (1) rating can be checked)		
	Meets	Growth Needed	Does Not Meet
1: Demonstrates Applied Content Knowledge			
1.1 Communicates concepts, processes, and knowledge			
1.10 Connects content to life experiences of student			
1.11 Demonstrates instructional strategies that are appropriate for content and contribute to student learning			
1.12 Guides students to understand content from various perspectives			
1.13 Identifies and addresses students' misconceptions of content			
Overall rating for Formative Evaluation Form			
COMMENTS			
2: Designs and Plans Instruction			
2.11 Develops significant objectives aligned with standards			
2.12 Uses contextual data to design instruction relevant to students			
2.13 Plans assessments to guide instruction and measure learning objectives			
2.14 Plans instructional strategies and activities that address learning objectives for all students that are fair and respect diversity and individual differences			
2.15 Plans instructional strategies and activities that facilitate multiple levels of learning			
Overall rating for Formative Evaluation Form			
COMMENTS			

FORMATIVE CONFERENCING FORM FOR LIBRARY/MEDIA SPECIALIST

3: Creates and Maintains Learning Climate	Meets	Growth Needed	Does Not Meet
3.9 Communicates high expectations			
3.10 Establishes a positive learning environment			
3.11 Values and supports student diversity and addresses individual needs			
3.12 Fosters mutual respect between teacher and students and among students			
3.5 Provides a safe environment for learning			
Overall rating for Formative Evaluation Form			
COMMENTS			
4: Implements and Manages Instruction	Meets	Growth Needed	Does Not Meet
4.11 Uses a variety of instructional strategies that align with learning objectives and actively engage students			
4.12 Implements instruction based on diverse student needs and assessment data			
4.13 Uses time effectively			
4.14 Uses space and materials effectively			
4.15 Implements and manages instruction in ways that facilitate higher order thinking			
Overall rating for Formative Evaluation Form			
COMMENTS			
5: Assesses and Communicates Learning Results	Meets	Growth Needed	Does Not Meet
5.13 Uses pre-assessments			
5.14 Uses formative assessments			
5.15 Uses summative assessments			
5.16 Describes, analyzes, and evaluates student performance data			
5.17 Communicates learning results effectively to students and parents			
5.18 Allows opportunity for student self-assessment			
Overall rating for Formative Evaluation Form			
COMMENTS			

FORMATIVE CONFERENCING FORM FOR LIBRARY / MEDIA SPECIALIST

6: Demonstrates the Use of Resources and the Implementation of Technology	Meets	Growth Needed	Does Not Meet
6.11 Uses available resources and technology to design and plan instruction			
6.12 Uses available resources and technology to implement instruction that facilitates student learning			
6.13 Integrates student use of available technology into instruction			
6.14 Uses available technology to assess and communicate student learning			
6.15 Demonstrates ethical and legal use of technology			
Overall rating for Formative Evaluation Form			
COMMENTS			
7: Reflects On and Evaluates Teaching and Learning	Meets	Growth Needed	Does Not Meet
7.7 Uses data to reflect on and evaluate student learning			
7.8 Uses data to reflect on and evaluate instructional practice			
7.9 Uses data to reflect on and identify areas for professional growth			
Overall rating for Formative Evaluation Form			
COMMENTS			
8: Collaborates with Colleagues/Parents/Others	Meets	Growth Needed	Does Not Meet
8.9 Identifies students whose learning could be enhanced by collaboration			
8.10 Designs and communicates a plan to enhance student learning that may include peers, students, parents, and others in the collaborative effort			
8.11 Implements planned activities that enhance student learning and engage all parties			
8.12 Analyzes data to evaluate the outcomes of collaborative efforts			
Overall rating for Formative Evaluation Form			
COMMENTS			

FORMATIVE CONFERENCING FORM FOR LIBRARY / MEDIA SPECIALIST

9: Evaluates Teaching and Implements Professional Development	Meets	Growth Needed	Does Not Meet
9.9 Self assesses personal and professional performance and responsibilities (including attendance, punctuality, and evaluating results) that are consistent with school and community goals, Kentucky's Teacher Standards, the professional code of ethics, and any other standards established by EPSB			
9.10 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues			
9.11 Designs a professional growth plan that addresses identified priorities			
9.12 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning			
Overall rating for Formative Evaluation Form			

COMMENTS

10: Provides Leadership Within School/Community/Profession	Meets	Growth Needed	Does Not Meet
10.9 Identifies leadership opportunities that enhance student learning and/or professional environment of the school			
10.10 Develops a plan for engaging in leadership activities			
10.11 Implements a plan for engaging in leadership activities			
10.12 Analyzes data to evaluate the results of planned and executed leadership efforts			
Overall rating for Formative Evaluation Form			

COMMENTS

11: Management and Administration of the Library/Media Center	Meets	Growth Needed	Does Not Meet
A. Recognizes the critical role of information retrieval in the future of education			
11.1 Makes long-range plans which guide the development of the library/media center			
11.2 Encourages the use of new technologies			
B. Establishes and maintains an environment in which students and staff can work at productive levels			
11.1 Develops and implements policies and procedures for the operation of the library/media center			

FORMATIVE CONFERENCING FORM FOR LIBRARY / MEDIA SPECIALIST

	Meets	Growth Needed	Does Not Meet
11.2 Uses initiative to promote the flexible use of the library/media center by individuals, small groups, and large groups for research, browsing, recreational reading, viewing, or listening			
11.3 Maintains the library/media center in a functional, attractive and orderly environment conducive to student learning			
11.4 Arranges and uses space and facilities in the library/media center to support the objectives of the instructional program, providing areas for various types of activities			
11.5 Communicates health and safety needs of the library/media center facilities, materials and equipment			
11.6 Assumes responsibility for proper use and care of library/media center facilities, materials and equipment			
C. Manages student behavior in a constructive manner			
11.1 Promotes appropriate learner behavior			
11.2 Encourages student self-direction and responsibility for learning; maintains a productive balance between freedom and control			
11.3 Exercises consistency in discipline policies			
11.4 Corrects disruptive behavior constructively			
D. Demonstrates competency in selection, acquisition, circulation, and maintenance of materials and equipment			
11.1 Uses a district-approved selection policy based on state guidelines			
11.2 Selects materials and equipment which support the curriculum and promote the school's educational philosophy			
11.3 Uses approved business procedures for ordering and receiving materials and equipment			
11.4 Classifies, catalogues, processes and organizes for circulation the educational media and equipment according to professional standards established by AASL, states and local sources			
11.5 Uses clearly stated circulation procedures			
11.6 Informs staff and students of new materials and equipment			
11.7 Establishes and/or follows procedures for maintenance and repair of media equipment			
11.8 Periodically weeds and reevaluates the collection to assure a current, attractive and well-balanced collection			
11.9 Assists in production of materials as feasible			
E. Prepares statistical records and reports needed to administer the library/media center			
11.1 Maintains a current inventory of holdings to assure accurate records			
11.2 Prepares and submits to administrators such reports as are needed to promote short- and long-term goals of the library/media center			

FORMATIVE CONFERENCING FORM FOR LIBRARY / MEDIA SPECIALIST

	Meets	Growth Needed	Does Not Meet
11.3 Prepares and submits reports to other officials as requested			
F. Trains and supervises library/media center personnel to perform duties efficiently			
11.1 Trains and supervises clerks, aides, student assistants and/or adult volunteers in clerical tasks			
11.2 Trains and supervises library/media center personnel to circulate materials and equipment			
11.3 Trains and supervises library/media center personnel to assist students and staff in the use of the library/media center			
G. Administers budgets according to needs and objectives of the library/media center within administrative guidelines			
11.1 Submits budget proposals based on needs and objectives of the library/media center			
11.2 Plans expenditures of allocated funds to meet short- and long-term goals			
11.3 Keeps accurate records of all disbursements for the library/media center			
H. Evaluates library/media center programs, services, facilities, and materials to assure optimum use			
11.1 Evaluates programs, services, facilities, and material informally and formally on a continuous basis, identifying strengths and weaknesses			
11.2 Provides periodically for evaluation by faculty and students			
11.3 Develops plans for making changes based on evaluations			
I. Uses time effectively, efficiently, and professionally			
11.1 Prioritizes demands on time to provide maximum support of library/media center programs and services			
11.2 Streamlines or eliminates time-consuming or nonessential routines when possible, without lowering the quality of programs and services			
Overall rating for Formative Evaluation Form			
COMMENTS			

FORMATIVE CONFERENCING FORM FOR LIBRARY / MEDIA SPECIALIST

12: Instructional Process	Meets	Growth Needed	Does Not Meet
A. Exercises leadership and serves as a catalyst in the instructional program			
12.1 Serves as instructional resource consultant and media specialist to teachers and students			
12.2 Uses an appropriate variety of media and teaching techniques in instructional situations			
12.3 Provides leadership in using newer technologies for instruction			
12.4 Provides in-service training and library/media center orientation as needed			
12.5 Plans and/or participates in special projects or proposals			
12.6 Administers resource sharing, inter-library loan and/or networking activities			
B. Plans and implements the library/media center program of library/media center skills			
12.1 Considers long-range objectives when planning instruction appropriate to subject and grade levels			
12.2 Develops sequential, short-range objectives which facilitate progress toward defined long-range objectives			
12.3 Demonstrates knowledge of the general curriculum and observes recommended steps of teaching when in formal instructional situations			
12.4 Plans with teachers to identify and implement the library/media center skills curriculum within the classroom curriculum			
12.5 Continually instructs students and staff, individually or in groups, in the use of the library/media center media and equipment			
12.6 Guides students and staff in selecting appropriate media from a wide range of learning alternatives			
12.7 Guides and supervises students and staff in research activities and in the use of reference materials			
12.8 Communicates effectively with students and staff			
C. Promotes the development of reading skills and reading appreciation			
12.1 Conveys enthusiasm for books and reading and develops activities to promote reading			
D. Supports classroom teachers in their instructional units			
12.1 Provides a wide variety of resources and supplementary materials			
12.2 Assists in choosing and collecting appropriate materials			
12.3 Cooperatively plans and teaches content appropriate to library/media center objectives			
E. Provides resources for professional growth of faculty and staff			
12.1 Identifies and encourages use of materials from library/media center and professional library			

FORMATIVE CONFERENCING FORM FOR LIBRARY / MEDIA SPECIALIST

	Meets	Growth Needed	Does Not Meet
12.2 Informs staff of new materials, equipment and research in which they have special interest			
12.3 Suggests resources outside of the library/media center collections			
Overall rating for Formative Evaluation Form			
COMMENTS			

13: Interpersonal Relationships	Meets	Growth Needed	Does Not Meet
A. Demonstrates positive interpersonal relations with students			
13.1 Interacts with individual students in a mutually respectful and friendly manner			
13.2 Strives to be an available personal resource for all students			
13.3 Protects each user's right to privacy and confidentiality in library/media center use			
13.4 Demonstrates understanding and acceptance of different views and values			
13.5 Gives constructive criticism and praise when appropriate			
B. Demonstrates positive interpersonal relations with educational staff			
13.1 Initiates interaction with colleagues in planning instructional activities for students			
13.2 Shares ideas and methods with other teachers and staff			
13.3 Makes appropriate use of support staff members			
13.4 Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible			
13.5 Informs administrators and/or appropriate personnel of school-related matters			
C. Demonstrates positive interpersonal relations with parents			
13.1 Provides a climate which encourages communication between the library/media center and parents			
13.2 Cooperates with parents in the best interests of students			
13.3 Handles complaints and/or challenged materials in a firm but friendly manner			

FORMATIVE CONFERENCING FORM FOR LIBRARY / MEDIA SPECIALIST

	Meets	Growth Needed	Does Not Meet
13.4 Identifies community resource persons who may serve to bring the community into the educational process			
Overall rating for Formative Evaluation Form			
COMMENTS			

14: Professional Relationships	Meets	Growth Needed	Does Not Meet
A. Participates in professional growth activities			
14.1 Keeps abreast of developments in library science and issues related to teaching			
14.2 Demonstrates commitment by participating in professional activities (e.g., professional organizations, course work, workshops, and conferences)			
14.3 Takes advantage of opportunities to learn from colleagues, students, parents, and the community			
B. Follows the policies and procedures of the school district			
14.1 Strives to stay informed about policies and regulations applicable to his/her position			
14.2 Selects appropriate channels for resolving concerns/problems			
C. Demonstrates a sense of professional responsibility			
14.1 Completes duties promptly, dependably and accurately in accordance with established job description			
14.2 Demonstrates a responsible attitude for student management throughout the entire building			
Overall rating for Formative Evaluation Form			
COMMENTS			

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EVALUATOR SIGNATURE

DATE

EVALUATEE SIGNATURE

DATE

CALDWELL COUNTY SCHOOLS

SPEECH PATHOLOGIST FORMATIVE OBSERVATION REPORT

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

Evaluatee/Observee _____ Grade(s) _____

School _____

Evaluator/Observer _____ Position _____

Date of Observation _____ Date of Conference _____

Tenured _____ Non-Tenured _____

Standards/Performance Criteria	Performance/Product/ Portfolio Ratings (*More than one (1) rating can be checked)		
	Meets	Growth Needed	Does Not Meet
1: Demonstrates Applied Content Knowledge			
1.1 Communicates concepts, processes, and knowledge			
1.14 Connects content to life experiences of student			
1.15 Demonstrates instructional strategies that are appropriate for content and contribute to student learning			
1.16 Guides students to understand content from various perspectives			
1.17 Identifies and addresses students' misconceptions of content			
Overall rating for Formative Evaluation Form			
COMMENTS			
2: Designs and Plans Instruction			
2.16 Develops significant objectives aligned with standards			
2.17 Uses contextual data to design instruction relevant to students			
2.18 Plans assessments to guide instruction and measure learning objectives			
2.19 Plans instructional strategies and activities that address learning objectives for all students that are fair and respect diversity and individual differences			
2.20 Plans instructional strategies and activities that facilitate multiple levels of learning			
Overall rating for Formative Evaluation Form			
COMMENTS			

FORMATIVE CONFERENCING FORM FOR SPEECH PATHOLOGIST

3: Creates and Maintains Learning Climate	Meets	Growth Needed	Does Not Meet
3.13 Communicates high expectations			
3.14 Establishes a positive learning environment			
3.15 Values and supports student diversity and addresses individual needs			
3.16 Fosters mutual respect between teacher and students and among students			
3.5 Provides a safe environment for learning			
Overall rating for Formative Evaluation Form			
COMMENTS			
4: Implements and Manages Instruction	Meets	Growth Needed	Does Not Meet
4.16 Uses a variety of instructional strategies that align with learning objectives and actively engage students			
4.17 Implements instruction based on diverse student needs and assessment data			
4.18 Uses time effectively			
4.19 Uses space and materials effectively			
4.20 Implements and manages instruction in ways that facilitate higher order thinking			
Overall rating for Formative Evaluation Form			
COMMENTS			
5: Assesses and Communicates Learning Results	Meets	Growth Needed	Does Not Meet
5.19 Uses pre-assessments			
5.20 Uses formative assessments			
5.21 Uses summative assessments			
5.22 Describes, analyzes, and evaluates student performance data			
5.23 Communicates learning results effectively to students and parents			
5.24 Allows opportunity for student self-assessment			
Overall rating for Formative Evaluation Form			
COMMENTS			

FORMATIVE CONFERENCING FORM FOR SPEECH PATHOLOGIST

6: Demonstrates the Use of Resources and the Implementation of Technology	Meets	Growth Needed	Does Not Meet
6.16 Uses available resources and technology to design and plan instruction			
6.17 Uses available resources and technology to implement instruction that facilitates student learning			
6.18 Integrates student use of available technology into instruction			
6.19 Uses available technology to assess and communicate student learning			
6.20 Demonstrates ethical and legal use of technology			
Overall rating for Formative Evaluation Form			
COMMENTS			
7: Reflects On and Evaluates Teaching and Learning	Meets	Growth Needed	Does Not Meet
7.10 Uses data to reflect on and evaluate student learning			
7.11 Uses data to reflect on and evaluate instructional practice			
7.12 Uses data to reflect on and identify areas for professional growth			
Overall rating for Formative Evaluation Form			
COMMENTS			
8: Collaborates with Colleagues/Parents/Others	Meets	Growth Needed	Does Not Meet
8.13 Identifies students whose learning could be enhanced by collaboration			
8.14 Designs and communicates a plan to enhance student learning that may include peers, students, parents, and others in the collaborative effort			
8.15 Implements planned activities that enhance student learning and engage all parties			
8.16 Analyzes data to evaluate the outcomes of collaborative efforts			
Overall rating for Formative Evaluation Form			
COMMENTS			

FORMATIVE CONFERENCING FORM FOR SPEECH PATHOLOGIST

9: Evaluates Teaching and Implements Professional Development	Meets	Growth Needed	Does Not Meet
9.13 Self assesses personal and professional performance and responsibilities (including attendance, punctuality, and evaluating results) that are consistent with school and community goals, Kentucky’s Teacher Standards, the professional code of ethics, and any other standards established by EPSB			
9.14 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues			
9.15 Designs a professional growth plan that addresses identified priorities			
9.16 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning			
Overall rating for Formative Evaluation Form			
COMMENTS			
10: Provides Leadership Within School/Community/Profession	Meets	Growth Needed	Does Not Meet
10.13 Identifies leadership opportunities that enhance student learning and/or professional environment of the school			
10.14 Develops a plan for engaging in leadership activities			
10.15 Implements a plan for engaging in leadership activities			
10.16 Analyzes data to evaluate the results of planned and executed leadership efforts			
Overall rating for Formative Evaluation Form			
COMMENTS			

FORMATIVE CONFERENCING FORM FOR SPEECH PATHOLOGIST

11: Demonstrates Organizational Skills	Meets	Growth Needed	Does Not Meet
11.1 Independently prioritizes activities, schedules, contacts, meetings, and therapy sessions; completes necessary paperwork; and establishes and documents professional contacts in a timely manner			
11.2 Demonstrates appropriate preparation and planning for meetings, and/or student assessment and therapy sessions and is able to judge the effectiveness of sessions and generate ideas for improvement.			
11.3 Independently develops and implements a program of periodic monitoring of the student’s communicative functioning and interprets data accurately and uses this information to modify treatment plans, strategies, materials, and/or instrumentation to meet the needs of the student			
Overall rating for Formative Evaluation Form			
COMMENTS			

12: Demonstrates Coordinating/Collaborative Functions	Meets	Growth Needed	Does Not Meet
12.1 Appropriately identifies the need to consult or collaborate with other professionals regarding case management activities			
12.2 Listens carefully to input from others, makes appropriate decisions based on shared information, and contributes information that promotes mutual problem solving			
Overall rating for Formative Evaluation Form			
COMMENTS			

13: Exhibits Ability to Communicate Effectively in IEP Meetings	Meets	Growth Needed	Does Not Meet
13.1 presents information accurately			
13.2 Appropriate oral communication and phrasing consistent with the semantic competence of the audience			
13.3 Includes information that is accurate and/or complete			
13.4 Listens to students, parents, and other professionals			
Overall rating for Formative Evaluation Form			
COMMENTS			

FORMATIVE CONFERENCING FORM FOR SPEECH PATHOLOGIST

14: Completes Evaluations and Assessments	Meets	Growth Needed	Does Not Meet
14.1 Accurately collects case history and/or referral information			
14.2 Independently selects an adequate evaluation/assessment battery			
14.3 Administers the battery and consistently scores tests accurately			
14.4 Independently interprets and integrates test results and behavioral observations to define the student's communicative functioning			
14.5 Develops diagnostic impressions and makes basic recommendations that are consistent with evaluation results			
Overall rating for Formative Evaluation Form			
COMMENTS			

15: Demonstrates Compliance Monitoring	Meets	Growth Needed	Does Not Meet
15.1 Completes IEP's which include measurable goals and objectives, the criteria, evaluation, procedures, and schedules			
Overall rating for Formative Evaluation Form			
COMMENTS			

16: Implements Treatment/Intervention Therapy	Meets	Growth Needed	Does Not Meet
16.1 Independently establishes a treatment plan appropriate for the student which includes long-term goals and objectives that are measurable and logical			
16.2 Explores alternative service delivery options			
16.3 Implements planned procedures effectively			
16.4 Independently selects/develops and implements intervention strategies relevant to the communication disorder and the unique characteristics of the student			
16.5 Adjusts intervention procedures, strategies, materials, and/or instrumentation to accommodate specific student needs			
Overall rating for Formative Evaluation Form			
COMMENTS			

FORMATIVE CONFERENCING FORM FOR SPEECH PATHOLOGIST

17: Demonstrates Professionalism	Meets	Growth Needed	Does Not Meet
17.1 Demonstrates working knowledge, models high level of professional ethics, and attempts to incorporate best practices in daily activities			
17.2 Maintains a professional standard of integrity and confidentiality of student information			
17.3 Establishes satisfactory working relationships with others			
17.4 Demonstrates informed knowledge and understanding of special education laws and procedures and refers to state and district guidelines			
17.5 Independently makes service eligibility decisions, complies with administrative and other regulatory policy requirements, and seeks assistance when necessary			
17.6 May be a member of ASHA and strives to be current on new research through reading and/or conference and in-service activities			
17.7 Demonstrates responsibility for improvement of professional skills			
Overall rating for Formative Evaluation Form			
COMMENTS			

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EVALUATOR SIGNATURE

DATE

EVALUATEE SIGNATURE

DATE

CALDWELL COUNTY SCHOOLS

CURRICULUM COORDINATOR FORMATIVE OBSERVATION REPORT

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

Evaluatee/Observee _____ Grade(s) _____

School _____

Evaluator/Observer _____ Position _____

Date of Observation _____ Date of Conference _____

Tenured _____ Non-Tenured _____

Standards/Performance Criteria	Performance/Product/ Portfolio Ratings (*More than one (1) rating can be checked)		
	Meets	Growth Needed	Does Not Meet
1: Demonstrates Applied Content Knowledge			
1.1 Communicates concepts, processes, and knowledge			
1.18 Connects content to life experiences of student			
1.19 Demonstrates instructional strategies that are appropriate for content and contribute to student learning			
1.20 Guides students to understand content from various perspectives			
1.21 Identifies and addresses students' misconceptions of content			
Overall rating for Formative Evaluation Form			
COMMENTS			
2: Designs and Plans Instruction			
2.21 Develops significant objectives aligned with standards			
2.22 Uses contextual data to design instruction relevant to students			
2.23 Plans assessments to guide instruction and measure learning objectives			
2.24 Plans instructional strategies and activities that address learning objectives for all students that are fair and respect diversity and individual differences			
2.25 Plans instructional strategies and activities that facilitate multiple levels of learning			
Overall rating for Formative Evaluation Form			
COMMENTS			

FORMATIVE CONFERENCING FORM FOR CURRICULUM COORDINATORS

3: Creates and Maintains Learning Climate	Meets	Growth Needed	Does Not Meet
3.17 Communicates high expectations			
3.18 Establishes a positive learning environment			
3.19 Values and supports student diversity and addresses individual needs			
3.20 Fosters mutual respect between teacher and students and among students			
3.5 Provides a safe environment for learning			
Overall rating for Formative Evaluation Form			
COMMENTS			
4: Implements and Manages Instruction	Meets	Growth Needed	Does Not Meet
4.21 Uses a variety of instructional strategies that align with learning objectives and actively engage students			
4.22 Implements instruction based on diverse student needs and assessment data			
4.23 Uses time effectively			
4.24 Uses space and materials effectively			
4.25 Implements and manages instruction in ways that facilitate higher order thinking			
Overall rating for Formative Evaluation Form			
COMMENTS			
5: Assesses and Communicates Learning Results	Meets	Growth Needed	Does Not Meet
5.25 Uses pre-assessments			
5.26 Uses formative assessments			
5.27 Uses summative assessments			
5.28 Describes, analyzes, and evaluates student performance data			
5.29 Communicates learning results effectively to students and parents			
5.30 Allows opportunity for student self-assessment			
Overall rating for Formative Evaluation Form			
COMMENTS			

FORMATIVE CONFERENCING FORM FOR CURRICULUM COORDINATORS

6: Demonstrates the Use of Resources and the Implementation of Technology	Meets	Growth Needed	Does Not Meet
6.21 Uses available resources and technology to design and plan instruction			
6.22 Uses available resources and technology to implement instruction that facilitates student learning			
6.23 Integrates student use of available technology into instruction			
6.24 Uses available technology to assess and communicate student learning			
6.25 Demonstrates ethical and legal use of technology			
Overall rating for Formative Evaluation Form			
COMMENTS			
7: Reflects On and Evaluates Teaching and Learning	Meets	Growth Needed	Does Not Meet
7.13 Uses data to reflect on and evaluate student learning			
7.14 Uses data to reflect on and evaluate instructional practice			
7.15 Uses data to reflect on and identify areas for professional growth			
Overall rating for Formative Evaluation Form			
COMMENTS			
8: Collaborates with Colleagues/Parents/Others	Meets	Growth Needed	Does Not Meet
8.17 Identifies students whose learning could be enhanced by collaboration			
8.18 Designs and communicates a plan to enhance student learning that may include peers, students, parents, and others in the collaborative effort			
8.19 Implements planned activities that enhance student learning and engage all parties			
8.20 Analyzes data to evaluate the outcomes of collaborative efforts			
Overall rating for Formative Evaluation Form			
COMMENTS			

FORMATIVE CONFERENCING FORM FOR CURRICULUM COORDINATORS

9: Evaluates Teaching and Implements Professional Development	Meets	Growth Needed	Does Not Meet
9.17 Self assesses personal and professional performance and responsibilities (including attendance, punctuality, and evaluating results) that are consistent with school and community goals, Kentucky’s Teacher Standards, the professional code of ethics, and other standards established by EPSB			
9.18 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues			
9.19 Designs a professional growth plan that addresses identified priorities			
9.20 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning			
Overall rating for Formative Evaluation Form			
COMMENTS			
10: Provides Leadership Within School/Community/Profession	Meets	Growth Needed	Does Not Meet
10.17 Identifies leadership opportunities that enhance student learning and/or professional environment of the school			
10.18 Develops a plan for engaging in leadership activities			
10.19 Implements a plan for engaging in leadership activities			
10.20 Analyzes data to evaluate the results of planned and executed leadership efforts			
Overall rating for Formative Evaluation Form			
COMMENTS			

FORMATIVE CONFERENCING FORM FOR CURRICULUM COORDINATORS

11: Leading School Improvement	Meets	Growth Needed	Does Not Meet
11.1 Models personal learning by attending trainings that will benefit student achievement			
11.2 Demonstrates the ability to research topics and present the results in clear fashion to staff			
11.3 Provides resources to assist teachers with improving instruction in the classroom			
11.4 Leads small group discussions with staff to improve instructional strategies			
11.5 Communicates appropriate information to parents			
11.6 Provides a focus on continuous school improvement			
Overall rating for Formative Evaluation Form			
COMMENTS			

12: Promoting Ongoing Professional Learning for Self and Others	Meets	Growth Needed	Does Not Meet
12.1 Works with administrators and/or committees to design P.D. plans			
12.2 Provides continuous support for district-wide and school-wide initiatives			
12.3 Models best practice for instruction			
12.4 Conducts appropriate professional development for staff			
12.5 Informs staff members of appropriate professional development opportunities			
12.6 Maintains accurate professional records such as sign-in sheets and evaluations			
Overall rating for Formative Evaluation Form			
COMMENTS			

FORMATIVE CONFERENCING FORM FOR CURRICULUM COORDINATORS

13: Deepening the Instructional Capacity of Colleagues	Meets	Growth Needed	Does Not Meet
13.1 Prepares reports on academic progress of students for staff and school based council			
13.2 Examines barriers to learning			
13.3 Conducts curriculum mapping sessions for vertical and horizontal alignment			
13.4 Assists teachers in developing standards-based units of study/lessons/assessments via a reflective process			
13.5 Assists teachers in reflecting upon and analyzing units and lessons			
13.6 Assists teachers in analyzing student work through reflective practice			
Overall rating for Formative Evaluation Form			
COMMENTS			

14: Professional Practice	Meets	Growth Needed	Does Not Meet
14.1 Is punctual to assigned duties			
14.2 Meets timelines			
14.3 Relates well to staff			
14.4 Supports a positive learning environment			
14.5 Demonstrates competence in written and verbal communication			
14.6 Discusses school and student issues in a professional manner, maintaining respect and confidentiality			
14.7 Performs duties consistent with district, state, and national policy			
Overall rating for Formative Evaluation Form			
COMMENTS			

*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.

EVALUATOR SIGNATURE DATE

EVALUATEE SIGNATURE DATE

INDIVIDUAL CORRECTIVE ACTION PLAN

INSTRUCTIONS

Certified employees who require an immediate change in performance OR who receive a “does not meet” rating on the summative evaluation will work with their evaluator on developing an individual corrective action plan. The evaluator shall identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of performance. It is the evaluator’s responsibility to **document** all actions taken to assist the evaluatee in improving his/her performance.

1. Specify Corrective Action

Identify the specific standard(s) and/or performance criteria from the Summative Evaluation Form or identify a specific standard(s) and/or performance criteria for which an immediate change in performance is required.

2. Present Professional Development Stage

(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 Goal(s)

Growth objectives and goals must address the specific standards(s) and performance criteria. The evaluatee and evaluator work together 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 recordkeeping of all actions must be provided to the evaluatee.

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

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

ASSISTANCE TEAM RECORD

ACTIVITY	DATE	DATE	DATE	DATE
Individual Corrective Action Plan Reviewed				
Supervisor Meets with Assistance Team Meeting to Clarify Roles and Interventions				
1st Assistance Team Meeting				
2nd Assistance Team Meeting				
3rd Assistance Team Meeting				
4th Assistance Team Meeting				
Summative Conference with Employee				
Summative Evaluation				
Conference with Superintendent/Designee/General Counsel				
Termination Letter (if necessary)				

Principal/Supervisor signature: _____

Team Members signatures: _____

ASSISTANCE TEAM LOG OF ACTIVITIES

Teacher _____

Date of Meeting _____

Persons Present:

_____	_____
_____	_____
_____	_____

Summary of Meeting:

Recommendations:

Next Meeting _____

CERTIFIED EMPLOYEES EVALUATION APPEAL PANEL

MEMBERSHIP:

1. The certified employees shall elect two members and two alternates to serve on the panel.
 - a. Each school and the central office shall have the opportunity to nominate two certified employees willing to serve as a panel member.
 - b. Ballots listing the candidates shall be prepared and distributed to all certified staff members.
 - c. Ballots shall be collected by the Principal and shall be forwarded from each school to the Central Office of the Caldwell County Board of Education. Ballots shall be kept on file at the Central Office for two school years.
 - d. Two certified employees designated by the Superintendent of the Caldwell County Schools shall total the votes. Tally sheets shall be kept on file for two school years.
 - e. The candidates with the two largest vote totals shall be named as members of the appeal panel.
 - f. The candidates receiving the third and fourth largest number of votes shall be named as alternate members of the appeal panel.
 - g. The Board of Education shall appoint a certified employee and alternate to serve on the panel.
 - h. The committee shall select their own chairperson.
2. Members of the appeals panel will serve for one school year only.
3. Members may be re-elected or re-appointed.

APPEALS PROCEDURE:

1. Certified employees who believe they were unfairly evaluated can only appeal following a summative evaluation and must do so in writing to the chairperson of the evaluation appeal panel within five (5) working days of receipt of the evaluation.
2. No member of the panel shall serve on any appeal under the following conditions.
 - a. He/she was the evaluator.
 - b. He/she is a member of the evaluatee's immediate family.
 - c. He/she is working within the same school as the Evaluatee.
3. Under the conditions described in two (2) an alternate shall fill that vacancy.
4. The panel shall make a recommendation to the Superintendent of the schools within fifteen (15) working days from the date of filing the appeal.
5. In the event the Superintendent was the evaluator, the recommendations of the panel shall go directly to the Board of Education.

6. On receipt of the panel's recommendation, the Superintendent shall file the panel's recommendation in the employee's personnel file with the original evaluation form.
7. Should the Superintendent order a new evaluation by a second certified evaluator, both evaluations shall be placed in the employee's personnel file.
8. Any certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

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 parties have the right to review documentation presented to the appeals panel seven days before the hearing.
4. Both parties have the right to representation of their choosing.
5. The panel shall have the authority to interview both the appealing employee and the evaluator.
6. After sufficiently reviewing all evidence, the panel may make one of the following recommendations to the Superintendent:
 - a. Uphold the original evaluation.
 - b. Modify the original evaluation.
 - c. Order a new evaluation by a second certified employee.
7. The chairperson of the appeals panel shall present the decision of the panel to the Superintendent within three days of the review.