



# Calloway County Schools

## *Professional Growth & Certified Personnel Evaluation Handbook*

*Working Together*



*for Student Achievement!*

2010-2011 & BEYOND HANDBOOK

# **CALLOWAY COUNTY SCHOOLS PROFESSIONAL GROWTH & EVALUATION OF CERTIFIED PERSONNEL**

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# ASSURANCES

## CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Calloway 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 certified in the use of appropriate evaluation techniques and the use of local instruments and procedures.

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

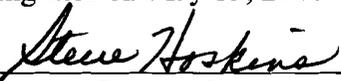
Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

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.

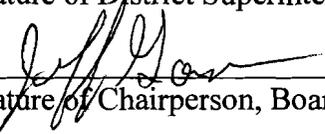
The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

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 May 13, 2010.

  
\_\_\_\_\_  
Signature of District Superintendent

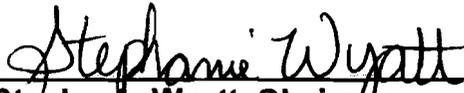
May 13, 2010  
Date

  
\_\_\_\_\_  
Signature of Chairperson, Board of Education

May 13, 2010  
Date

## COMMITTEE STATEMENT

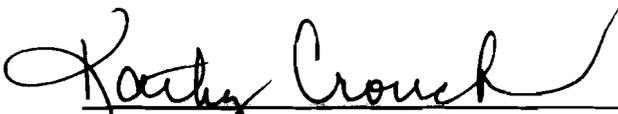
As members of the Calloway County School's Professional Growth and Evaluation of Certified Personnel Committee, we have prepared this document to ensure the continued success of student achievement with administrators and educators working together.



Stephanie Wyatt, Chairman  
Supervisor of Instruction



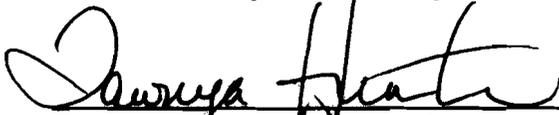
Julie Wallace, Teacher  
Calloway County Preschool



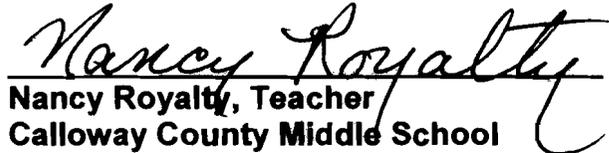
Kathy Crouch, Principal  
East Calloway Elementary



Sue Davenport, Teacher  
East Calloway Elementary



Tawnya Hunter, Principal  
Calloway County Middle School



Nancy Royalty, Teacher  
Calloway County Middle School



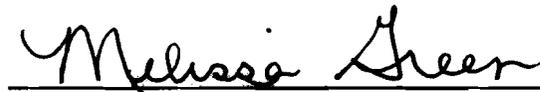
Susan Bucy, DTC Facility Director  
Calloway Day Treatment Center



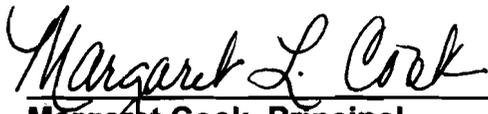
Kellye Steele, Teacher  
Southwest Calloway Elementary



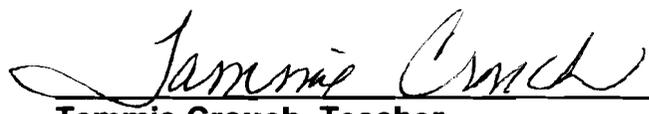
Brian Wilmurth, Principal  
Calloway County High School



Melissa Green, Teacher  
Calloway County High School



Margaret Cook, Principal  
North Calloway Elementary



Tammie Crouch, Teacher  
North Calloway Elementary

This committee is reviewing the plan for the 2010-2011 school year.

## Vision

### ***“Successful Now and Beyond”***

*Every student will be successful beyond his greatest expectations, now and in the future.*

## Mission Statement

### ***“Learners for Life”***

*We of the Calloway County School Community shall empower all students academically, socially, and personally to be lifelong learners capable of thinking and solving problems and serving as responsible citizens ready to meet the challenges of tomorrow.*

## PHILOSOPHY OF EVALUATION

Professional evaluation is a continuous, planned program designed to improve the performance of all staff members and to motivate individuals to a high degree of excellence. This evaluation will assess the strengths and weaknesses of the total staff.

The evaluation will provide a better understanding of job roles and expectations in all areas of certification. Evaluations will be as objective as possible. The evaluation process will include the training of all evaluators, evaluatees, and observers.

## OBJECTIVES OF EVALUATION

The prime purpose of evaluation is to increase the competency of the individual and, thereby, provide a higher level of service for those the school serves. The objectives of the evaluation program are the following:

1. to improve the quality of the total educational program.
2. to create an awareness among those involved in the evaluation process that improvement of the educational program has a high priority.
3. to provide appropriate assistance for those whose performance may fall below the satisfactory level.
4. to clarify duties, responsibilities, and job expectations of those being evaluated.
5. to capture a teacher's ability to achieve KERA goals especially as they relate to helping all children learn to think critically and solve problems.
6. to use the performance criteria to assess the strengths and weaknesses of personnel.
7. to stimulate professional growth and development.
8. to build a commitment for accountability in performance.
9. to provide a measure of performance accountability.
10. to set professional objectives.

# CALLOWAY COUNTY EVALUATION CYCLE

## I. DEFINITION OF ROLES

- A. The principal and or designee shall serve as the prime evaluator of classroom teachers, counselors, library media specialists, itinerant teachers (a teacher who teaches in more than one building), and assistant principals.
  - 1. Each building principal shall evaluate all itinerants.
  - 2. A majority of building principals shall be present to conduct the summative conference with itinerants.
- B. The superintendent or designee shall serve as the prime evaluator of the Assistant Superintendent, Director of Pupil Personnel, Supervisor of Instruction, Director of Special Education, Food Service Director, School Business Administrator, District Technology Coordinator, Principals, DTC Facility Director, Head Teacher of AEC and Director of Alternative Programs.
- C. Any other certified positions shall be evaluated on performance responsibilities as specified on the job description by the designated prime evaluator.
- D. The Board of Education shall serve as the prime evaluator of the superintendent.
- E. All personnel will be trained by the superintendent in the evaluation system prior to implementation. The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school staff no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year.

## II. FREQUENCY OF EVALUATION

- A. Tenured certified personnel shall be evaluated on a minimum three year cycle. More frequent evaluations may be conducted at the evaluator's discretion.
  - 1. Certified personnel will be identified at each building level.
  - 2. Scheduled Observations
    - a. The evaluator shall make at least one scheduled observation per year of personnel being evaluated.
    - b. The evaluatee will complete a Pre-Observation Worksheet prior to the scheduled observation.
    - c. A pre-observation conference will be conducted to discuss the Pre-observation Worksheet prior to any scheduled observation.
    - d. Post-observation conference should take place within one work week following scheduled formative observation.
  - 3. Unscheduled Observations
    - a. Observations of an informal nature shall be considered if they are made as a result of the ordinary performance of supervisory or administrative responsibilities.
    - b. Information collected through unscheduled observations shall be supported by documentation.
    - c. Teachers shall have the opportunity to review any documentation.
  - 4. Professional Growth Plan
    - a. An approved Professional Growth Plan shall be submitted by all tenured teachers and administrators by May 15. Non tenured, interns and first year in the district teachers and administrators should have their Professional Growth Plan submitted by December 1. It will serve as the Interim Evaluation Report for tenured personnel who are not being evaluated that year. A copy of the evaluated Professional Growth Plan will be submitted to Central Office by the first Monday in April.
    - b. A written Corrective Action Plan will be required by certified employees immediately upon receiving a "Does Not Meet" rating on their summative evaluation or anytime when immediate action is needed to change a behavior or practice. This Corrective Action Plan will be a collaborative effort between the evaluator and evaluatee. **The completed corrective action plan should be submitted to the evaluator within ten (10) working days of the conference.**
  - 5. Final Evaluation/Conference by April 1.
    - a. The final conference (summative) between evaluator and certified personnel shall be completed by April 1.
    - b. The final evaluation report shall be a composite of the Professional Growth Plan, Evaluation of the Professional Growth Plan, Formative Observation/Appraisal Report, and Summative Report.
    - c. The evaluator shall complete the summative evaluation form in triplicate. This form shall be signed by the evaluator and the certified employee.
    - d. The pink copy of the completed and signed summative evaluation form will be given to the certified employee, the yellow copy shall be placed in the certified employee's file in the office of the evaluator, and the original white copy will be sent to the Central Office by the 1st Monday in April..
  - 6. Filing of Completed Forms by first Monday in April.
    - The evaluator files completed evaluation forms with Central office by the 1st Monday in April.

- B. Non-tenured certified personnel or first year in the district employees shall be evaluated twice yearly. (Steps outlined in the tenured section shall be followed with the exception of two scheduled observations, one in the fall semester & one in the spring.)
- C. Procedures for interns are stipulated for teachers in KTIP 704 KAR 20:690 and for principals in KPIP 704 KAR 20:470. Interns shall be evaluated twice yearly per local district policy. (Steps outlined in the tenured section shall be followed with the exception of two scheduled observations, one in the fall semester & one in the spring.)
- D. Administrators shall be evaluated annually.
  - 1. All administrators submit a Professional Growth Plan by May 15.
  - 2. A written Corrective Action Plan will be established by administrators receiving "Does Not Meet" rating on their summative evaluation **or anytime when immediate action is needed to change a behavior or practice.** The Professional Growth Plan will be a collaborative effort between the evaluator and evaluatee. **The completed corrective action plan should be submitted to the evaluator within ten (10) working days of the conference.**
  - 3. A final evaluation conference between the superintendent and the administrator shall be completed by April 1.
    - a. The evaluator will complete the evaluation form in triplicate. This form should be signed by the evaluator and the certified employee.
    - b. The pink copy of the completed and signed evaluation form will be given to the certified employee, the yellow copy shall be placed in the certified employee's file in the office of the evaluator, and the original white copy will be sent to the Central Office by 1st Monday in April.
  - 4. The superintendent files completed evaluation forms in personnel file by April 15.

### III. REVISION OF EVALUATION FORMS

- A. The evaluation plan shall be reviewed annually by a committee consisting of equal numbers of teachers and administrators.
- B. Evaluation forms will be available after August 1.

## **PROCESS & PROCEDURES**

Each local school district shall have an evaluation plan and procedures approved by the Kentucky Department of Education. Approval of the plan and procedures shall be for the purpose of certification as to the compliance of each specific school district's evaluation plan with the broad guidelines set forth herein. The local school district shall have a written policy for the evaluation of all certified employees consistent with KRS 156.557.

(1) An evaluation committee consisting of equal numbers of teachers and administrators shall develop evaluation procedures and forms for certified positions below the level of the district superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education. The evaluation procedures and forms shall be designed to foster professional growth and to support individual personnel decisions.

(2) The procedures shall provide for both formative evaluation and summative evaluation and shall include the following elements:

(a) The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. The third party evaluator shall conduct an observation of the evaluatee but shall not be required to conduct a pre-observation conference or notify the evaluatee of the time that the observation is to occur. The third party evaluator shall submit their written evaluation to both the evaluatee and the evaluator within five (5) working days of their observation. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

(b) The monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The local district may determine the length and frequency and nature of observations conducted by an evaluator.

(c) 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.

(d) The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.

(e) Evaluation shall include a formative conference between the evaluator and the person evaluated within one (1) work week following each observation. In addition, the summative conference shall be held at the end of the evaluation cycle and include all evaluation data.

(f) Evaluation with multiple observations shall occur annually for each non-tenured certified employee. The formative data collected during the beginning teacher internship period may be utilized in summative evaluation of the intern.

(g) Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory.

(h) Summative evaluation shall occur a minimum of once every three-year period for each tenured teacher.

(i) Summative evaluation shall occur annually for an administrator.

(j) The evaluation of a certified employee below the level of the district superintendent shall be in writing on an evaluation form and become a part of the official personnel record.

(k) The observations shall include documentation of information to be used in determining the performance of the evaluatee.

(l) The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.

(m) A copy of the evaluation shall be provided to the evaluatee.

Section 5. (1) The evaluation form shall include a list of performance criteria characteristic of effective teaching or administrative practices. Under each criterion, specific descriptors or indicators that can be measured or observed and recorded shall be listed. Additionally, standards of performance shall be established for each criterion. The performance criteria shall include those that apply to the employee being evaluated and that are identified within KRS 156.557(2).

*Section 5 continued*

(2) The evaluation criteria and process used to evaluate certified school personnel shall 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. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year.

(3) An evaluation form or instrument shall be specific for each position or job category. Other forms for observation and pre- and post conferences may be used at the discretion of the local district.

Section 6. (1) The primary evaluator, with the exception of a district board of education member, shall be trained, tested, and approved as an evaluator by the Kentucky Department of Education.

(2) Training shall: (a) Include skill development in the use of the local evaluation process. District trains primary evaluators in the local evaluation process; (b) Include skill development in the identification of effective teaching and management practices, effective observation and conferencing techniques, establishing and assisting with a certified employee professional growth plan, and summative evaluation techniques relative to the academic expectations in 703 KAR 4:060. This training shall be conducted by a provider who has been approved by the Kentucky Department of Education as a trainer for the Instructional Leadership Improvement Program; (c) Be provided by the Kentucky Department of Education for all new administrators who are designated as evaluators. Other administrators who have not received training in the skill areas listed in paragraph (b) of this subsection may participate also; and (d) Be approved as a part of the evaluation plan and procedures submitted to the Kentucky Department of Education.

(3) Testing shall: (a) Include a cognitive test of research-based and professionally accepted teaching and management practices and effective evaluation techniques listed in subsection (2)(b) of this section; and (b) Be conducted by the Kentucky Department of Education or an individual or agency approved by the Kentucky Department of Education.

(4) Initial approval as an evaluator shall be issued by the Kentucky Department of Education upon completion of the required evaluation-training program and successful completion of testing.

(5)(a) Continued approval as an evaluator shall be contingent upon the completion of a minimum of twelve (12) hours of evaluation training every two (2) years. (b) This training shall be in any one, or a combination, of the following skill areas: 1. Use of the local evaluation process; 2. Identification of effective teaching and management practices; 3. Effective observation and conferencing techniques; 4. Establishing and assisting with certified employee professional growth plans; 5. Summative evaluation techniques; or 6. Completion of training or update training in the Kentucky Teacher Internship Program in 704 KAR 20:690 or Kentucky Principal Internship Program in 704 KAR 20:470 not to exceed six (6) hours per two (2) year cycle. (6) Each local district shall designate a contact person responsible for monitoring evaluation training and implementing the evaluation plan.

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

The summative evaluation of the employee is conducted at the end of the evaluation cycle and includes all data collected during the formative phase. A summative conference is held to discuss the performance indicated on the summative instrument. The employee is provided a copy of the summative instrument and a copy of the Individual Professional Growth Plan(s) and is forwarded to the district central office.

Any employee who feels that the summative evaluation by their evaluator is not an accurate assessment of their performance, either by substance or procedure, may file an appeal with the District Appeals Panel. The appropriate form for the request, along with the Appeals Process and Hearing Procedures, is found elsewhere in this document. The evaluatee has ten working instructional days from the date of the summative conference to file the request for appeal.

If a substantive change (examples shall include a change in cycle, observation frequency, a form or an appeal procedure) is made to the evaluation plan, the local board of education shall utilize the evaluation committee in formulating the revision. A revision to the plan shall be reviewed and approved by the local board of education and submitted to the Kentucky Department of Education for approval. Evaluators shall utilize the forms adopted by the district and approved by the Kentucky Department of Education.

## PERFORMANCE EVALUATION

Professional Growth and Evaluation is a process of all educators working cooperatively to achieve goals and objectives that enhance student learning. The Professional Growth and Evaluation of Certified Personnel process shall include both formative and summative evaluation. Tenured employees will be observed annually through on-going observations and conferencing and the development of an individual professional growth plan. Tenured employees shall be observed on a minimum of a three year evaluation cycle utilizing a combination of formal and informal observation. Summative Evaluation for tenured employees shall occur a minimum of once every three years. Non-tenured employees shall be observed annually through on-going observation and conferencing and the development of an individual professional growth plan. A minimum of two observations utilizing a combination of formal and informal observation shall occur for all non-tenured employees with summative evaluation occurring annually. Administrators shall be evaluated annually through on-going observations and conferencing, the development of an individual growth plan and summative evaluation. Employees whose initial performance observation is unsatisfactory shall have observations more frequently at the discretion of the evaluator.

### **DEFINITIONS:**

1. **Administrator** means a certified staff person who devotes the majority of his/her employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20.
2. **Alternative/Optional Methods of Data Collection** means a method of data collection available to tenured staff who have demonstrated successful performance and choose to work with the evaluator toward a creative and productive means of performance and data collection.
3. **Conference** means a meeting involving the evaluator and the certified employee being evaluated for the purposes of providing feedback from the evaluator, analyzing the results of an observation or observations and other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.
4. **Corrective Action Plan** means a plan established to assist the employee when "does not meet" rating appears on the Formative or Summative Evaluation or when the evaluator identifies specific area (s) that need immediate attention by the evaluatee to be considered for re-employment.
5. **Evaluation** means the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, and based on predetermined criteria, through periodic observation and other documentation including a portfolio, peer review, product or performance and the establishment and monitoring of an individual professional growth plan.
6. **Formal observation** means an observation conducted after a pre-conference, and followed within five working days by a post-observation conference
7. **Formative evaluation** defined by KRS 156.557(3)(b)1 means a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.
8. **Indicators** means measurable or observable behaviors and outcomes that demonstrate performance criteria.
9. **Informal observation** means an observation whereby the evaluator enters the classroom unannounced to observe performance and is followed within five working days by a post-observation conference. Informal observation can take place at any time the employee is in the performance of his/her duties. These observations may be made as frequently as deemed necessary.
10. **Job Category** means a group or class of positions with closely related functions (e.g., principal, coordinator, director).
11. **Observation** means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.
12. **Other support staff** means certified staff other than teacher or administrator.
13. **Performance criteria** means performance areas, skills, or outcomes on which the certified employee shall be evaluated based on position and the district plan.
14. **Position** means a professional role in the school district (e.g. teacher, principal, supervisor, director, library media).
15. **Primary Evaluator** means the immediate supervisor of the employee.
16. **Professional Growth Plan** means an individualized plan that includes: a) goals for enrichment and development that are established by the person being evaluated with the assistance of an evaluator; b) objectives, a plan for achieving the objectives, and a method for evaluating success; c) alignment with the specific goals and objectives of the school improvement plan or the district improvement plan; and d) identification of school and district resources within available funds to accomplish the goals.
17. **Standards of Performance** means acceptable qualitative and quantitative level of performance expected of effective teachers or administrators based upon the Evaluation Standards and Performance Criteria of this document and district job descriptions. Re-employment is contingent upon meeting these districts standards. Failure to meet any district standard may be considered grounds for dismissal.
18. **Summative evaluation** defined by KRS 156.557(3)(b)2 means the summary of and conclusions from, the evaluation data, including formative evaluation data, that: a) the summative evaluation occurs at the end of the evaluation cycle. b) summative evaluation includes a conference between the evaluator and the evaluated certified employee, and a written evaluation report.
19. **Teacher** means a certified staff person who directly instructs students.
20. **Working/Instructional/Teaching Day** indicates one of the 175 /or 177 days (determined by KDE approved district calendar) where students are present for instruction.

# CALLOWAY COUNTY SCHOOLS CERTIFIED PERSONNEL EVALUATION TIMELINE

## Complete on or before

- |      |  |  |
|------|--|--|
| 1.   | The evaluation criteria & process used to evaluate certified school personnel shall be explained to & discussed with certified school personnel.   | During & no later than the end of the 1st month of reporting for employment for each school year |
| 2.   | Evaluation training for all certified personnel  | October 25   |
| 3.   | Non-tenured, interns and 1st year in the district certified personnel should receive first formative evaluation  | November 1   |
| 4.   | Tenured, interns or non-tenured certified employee evaluation records "Does Not Meet" standard, a corrective action plan should immediately follow from that observation                                 | 10 days following post observation conference  |
| 5.   | Non-tenured, interns and 1st year in the district certified personnel and administrators submit Professional Growth Plan   | December 1   |
| 6.   | Evaluator conducts appropriate number of observations  | March 15   |
| 7.   | Evaluation of all Professional Growth Plans  | April 1  |
| 8.   | Superintendent or designee completes evaluation of all administrators  | April 1  |
| 9.   | Evaluator conducts final summative conference  | April 1  |
| *10. | Evaluator files completed final evaluation reports with superintendent. These reports shall be composed of Professional Growth Plan and Evaluation of Professional Growth Plan; and Summative Evaluation | 1st Monday in April  |
| 11.  | All tenured & non-tenured certified personnel and administrators submit Professional Growth Plan to initiate new cycle   | May 15   |

\*\*\*\*All certified personnel (such as interns, teachers, library media specialist and guidance counselors) serving their first year in the Calloway County District shall be evaluated using the same processes and timelines as non-tenured certified personnel.

\*The Individual Professional Growth Plan may be supplanted by the Corrective Action Plan.

INTERNSHIP/PROFESSIONAL GROWTH AND EVALUATION PROCESSES

<b>INTERN TEACHER</b>	<b>NEW and EXPERIENCED TEACHERS</b>	
Non-Tenured	Non-Tenured	Tenured
less than one (1) year	one (1) through four (4) years	more than four (4) years
All certified employees shall be made aware no later than the end of the first month of reporting for employment for each school year of the criteria on which they are to be evaluated.		
<b>FORMATIVE PHASE (data collection)</b>		
<b>Initial conference and Pre-conference(s)</b> (prior to each observation) 1. Who observes 2. When observations are to occur 3. Where 4. Unit of study 5. Other exchange of information	<b>Pre-conference(s)</b> (prior to each observation) 1. Who observes 2. When observations are to occur 3. Where 4. Unit of study/lesson plan 5. Other exchange of information	<b>Pre-conference(s)</b> (prior to each observation) 1. Who observes 2. When observations are to occur 3. Where 4. Unit of study/lesson plan 5. Other exchange of information
<b>Formative Observations</b> * 1. Minimum of three (3) per year when results are satisfactory. 2. Prior to each formative conference 3. Use KTIP Form * <b>More observations may occur when results are unsatisfactory</b>	<b>Formative Observations</b> *1. Minimum of two (2) per year when results are satisfactory. 2. Prior to each formative conference * <b>More observations may occur when results are unsatisfactory</b>	<b>Formative Observations</b> * 1. Minimum of one (1) every (3) three-year period when results are satisfactory. 2. Prior to each formative conference * <b>Multiple observations shall occur when results are unsatisfactory</b>
<b>Formative Conferences (post)</b> *1. Minimum of three (3) per year 2. Intern/intern committee 3. Conference with intern follows observation 4. Open discussion of observation and feedback to teacher regarding performances/products 5. Discuss/establish/revise individual professional growth plan/activities 6. Written reports * <b>More conferences may occur when observation results are unsatisfactory</b>	<b>Formative Conferences (post)</b> *1. Minimum of two (2) per year 2. Evaluator/evalutee 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 * <b>More conferences shall occur when observation results are unsatisfactory</b>	<b>Formative Conferences (post)</b> *1. minimum of (1) every (3) three-year period when results are satisfactory 2. Evaluator/evalutee 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 * <b>Multiple conferences shall occur when observation results are unsatisfactory</b>
<b>SUMMATIVE PHASE (decision-making)</b>		
<b>Summative Conference (post)</b> 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	<b>Summative Conference (post)</b> 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	<b>Summative conference (post)</b> 1. Discussion between person evaluated and evaluator 2. Once every (3) three-year period 3. Includes all evaluation data collected 4. Held at the end of the evaluation cycle 5. Completed (written) evaluation report provided to person evaluated 6. Establish/revise individual professional growth plan
<b>Summative Evaluation</b> 1. One time 2. Summary/conclusions from all formal and informal evaluation data 3. Written report and decision	<b>Summative Evaluation</b> 1. Once a year 2. Summary/conclusions from all evaluation data (formative and summative) 3. Written evaluation report	<b>Summative Evaluation</b> 1. Minimum of one (1) every (3) three-year period 2. Summary conclusions from all evaluation data (formative and summative) 3. Written evaluation report
District teacher personnel files <i>shall contain</i> : 1. Summative evaluation (completed for) per teacher at the end of the evaluation cycle. 2. Individual professional growth plan per teacher/per evaluation cycle (reviewed annually). 3. Intern records maintained according to KTIP 704 KAR 20:690		
* <i>Local districts may require more observations/conferences/professional growth activities than stipulated in above table. Specific timelines are designated in the local district evaluation plan and teacher internship regulation.</i>		
Procedures used for interns are stipulated by 704 KAR 20:690 (Kentucky Teacher Internship Program) and are for certification purposes only. However, interns are subject to the local district evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.557		

**INTERNSHIP/PROFESSIONAL GROWTH AND EVALUATION PROCESSES  
(Education Administrators)**

<b>*INTERN PRINCIPAL</b>	<b>NEW SCHOOL ADMINISTRATORS</b>	<b>ALL SCHOOL ADMINISTRATORS</b>
<b>*AS APPLICABLE PER EPSB/KAR REGULATION</b>	(except local district superintendent)	(except local district superintendent)
less than one (1) year	less than one (1) year experience	one (1) or more years experience
<p>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.</p> <p align="center"><b>FORMATIVE PHASE (data collection)</b></p>		
<p><b>Initial Conference and Pre-conference(s)</b> (prior to each observation)</p> <ol style="list-style-type: none"> <li>1. who observes</li> <li>2. when observations are to occur</li> <li>3. where</li> <li>4. activity observed</li> <li>5. other exchange of information</li> </ol>	<p><b>Pre-conference(s)</b> (prior to each observation)</p> <ol style="list-style-type: none"> <li>1. who observes</li> <li>2. when observations are to occur</li> <li>3. where</li> <li>4. activity observed</li> <li>5. other exchange of information</li> </ol>	<p><b>Pre-conference(s)</b> (prior to each observation)</p> <ol style="list-style-type: none"> <li>1. who observes</li> <li>2. when observations are to occur</li> <li>3. where</li> <li>4. activity observed</li> <li>5. other exchange of information</li> </ol>
<p><b>Formative Observations</b></p> <ol style="list-style-type: none"> <li>*1. minimum of three (3) per year when results are satisfactory.</li> <li>2. prior to each formative conference</li> <li>3. use KPIP Form</li> </ol> <p><b>*More observations may occur when results are unsatisfactory</b></p>	<p><b>Formative Observations</b></p> <ol style="list-style-type: none"> <li>*1. minimum of three (3) per year when results are satisfactory.</li> <li>2. prior to each formative conference</li> <li>3. use local district forms</li> </ol> <p><b>*More observations may occur when results are unsatisfactory</b></p>	<p><b>Formative Observations</b></p> <ol style="list-style-type: none"> <li>*1. minimum of one per year when results are satisfactory.</li> <li>2. prior to each formative conference</li> </ol> <p><b>*More observations shall occur when results are unsatisfactory</b></p>
<p><b>Formative Conferences (post)</b></p> <ol style="list-style-type: none"> <li>*1. minimum of three (3) per year</li> <li>2. intern/intern committee</li> <li>3. conference with intern follows observation</li> <li>4. open discussion of observation and feedback to principal regarding performances/products</li> <li>5. discuss/establish/revise individual professional growth plan/activities</li> <li>6. written reports</li> </ol> <p><b>*More conferences may occur when observation results are unsatisfactory</b></p>	<p><b>Formative Conferences (post)</b></p> <ol style="list-style-type: none"> <li>*1. minimum of three (3) per year</li> <li>2. evaluator/evaluatee</li> <li>3. within one (1) work-week following each observation</li> <li>4. open discussion of observation and feedback to evaluatee regarding performances/products</li> <li>5. discuss/establish/revise individual professional growth plan/activities</li> <li>6. written reports</li> </ol> <p><b>*More conferences may occur when observation results are unsatisfactory</b></p>	<p><b>Formative Conferences (post)</b></p> <ol style="list-style-type: none"> <li>*1. minimum of one per year</li> <li>2. evaluator/evaluatee</li> <li>3. within one (1) work-week following each observation</li> <li>4. open discussion of observation and feedback to evaluatee regarding performances/products</li> <li>5. discuss/establish/revise individual professional growth plan/activities</li> </ol> <p><b>*More conferences shall occur when observation results are unsatisfactory</b></p>
<p align="center"><b>SUMMATIVE PHASE (decision-making)</b></p>		
<p><b>Summative Conference (post)</b></p> <ol style="list-style-type: none"> <li>1. discussion between intern and intern committee</li> <li>2. one time</li> <li>3. includes all data collected</li> <li>4. held at the end of the cycle</li> <li>5. completed (written) report provided to the intern</li> <li>6. establish/revise individual professional growth plan</li> </ol>	<p><b>Summative Conference (post)</b></p> <ol style="list-style-type: none"> <li>1. discussion between person evaluated and evaluator</li> <li>2. once each year</li> <li>3. includes all evaluation data collected</li> <li>4. held at the end of the evaluation cycle</li> <li>5. completed (written) evaluation report provided to person evaluated</li> <li>6. discuss/establish/revise individual professional growth plan</li> </ol>	<p><b>Summative Conference (post)</b></p> <ol style="list-style-type: none"> <li>1. discussion between person evaluated and evaluator</li> <li>2. once each year</li> <li>3. includes all evaluation data collected</li> <li>4. held at the end of the evaluation cycle</li> <li>5. completed (written) evaluation report provided to person evaluated</li> <li>6. discuss/establish/revise individual professional growth plan</li> </ol>
<p><b>Summative Evaluation</b></p> <ol style="list-style-type: none"> <li>1. one time</li> <li>2. summary/conclusions from all formal and informal evaluation data</li> <li>3. written report and decision</li> </ol>	<p><b>Summative Evaluation</b></p> <ol style="list-style-type: none"> <li>1. once each year</li> <li>2. summary/conclusions from all evaluation data (formative and summative)</li> <li>3. written evaluation report</li> </ol>	<p><b>Summative Evaluation</b></p> <ol style="list-style-type: none"> <li>1. once each year</li> <li>2. summary/conclusions from all evaluation data (formative and summative)</li> <li>3. written evaluation report</li> </ol>
<p><b>District personnel files shall contain:</b></p> <ol style="list-style-type: none"> <li>1. Summative evaluation (completed form) per administrator at the end of the evaluation cycle.</li> <li>2. Individual professional growth plan per administrator/per evaluation cycle (reviewed annually).</li> <li>3. Intern records maintained according to PIP 704 KAR 20:470</li> </ol>		
<p><b>*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.</b></p>		
<p>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</p>		

# Professional Growth Plan

As with evaluation, professional growth activities should be more than a yearly, “one-time” event. Every school employee should view professional improvement as an on-going process for enhancing and strengthening their techniques, methods, products, and performances.

704 KAR 3:345 (2)(c) requires the evaluation system to include a professional growth plan for all certified personnel below the level of the district superintendent. This plan must be aligned with specific goals and objectives of the school or district improvement plan and must be reviewed annually. The evaluatee and the supervisor should discuss and agree upon a meaningful plan aligned with the school/district plan and suited specifically to enhance and assist the performance of the evaluatee. Exactly when the growth plan originates is determined by the local evaluation plan. Observation visits, conferences between the employee and the immediate supervisor, and activities identified by the evaluatee as specific enrichment goals may contribute to the plan’s update and revision. The professional growth plan must be reviewed annually and maintained as part of the district’s personnel files. A sample Individual Professional Growth Plan Form is located on the next page. Instructions for completing the Plan are provided as well.

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## Instructions for Completing the Individual Professional Growth Plan

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

### **Identified School/District Improvement Plan Goal and/or Objective**

(704 KAR 3:345 Section 4 (2) (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?

### **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?

### **Growth Goal(s) and Objective(s)**

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

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

### **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 for 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) and objectives?

**Additional Support:** List additional personnel, including role group, who may be involved in any aspect of successful completion/implementation of your growth plan.

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

**Target Dates for Completion/Review:** Identify the date that you plan to accomplish/review your individualized goal(s)/objective(s).

## Calloway County Schools Individual Professional Growth Plan

**Educator:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **School Year** \_\_\_\_\_

**Identified School/District Improvement Plan Goal and/or Objective** (Individual Growth Plan **must** align with specific goals and objectives of school/district improvement/plan.) This individual plan is aligned with the school improvement plans of the school/district.

*Present Professional Development Stage	Goal(s)	Objective(s)	Procedures & Activities for Achieving Goals/Objective(s)	Additional Support	Expected Impact	Target Dates for Completion or Review

**Employee's Comments:**

**Supervisor's Comments:**

<b>Individual Growth Plan Developed:</b>	<b>Annual Review:</b> <u>    </u> <b>Achieved</b> <u>    </u> <b>Revised</b> <u>    </u> <b>Continued</b>
_____ Employee's Signature                      Date	_____ Employee's Signature                      Date
_____ Supervisor's Signature                      Date	_____ Supervisor's Signature                      Date

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

## Stages of Development Related to Outcomes and Professional Development

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

\* Professional Growth Plan Stages:

O=Orientation/Awareness A=Preparation/Application I=Implementation/Management

## Instructions for Completing the Individual Corrective Action Plan

**This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or “Does Not Meet Rating” on any one Standard or more from the Summative Evaluation or anytime when immediate action is needed to change a behavior or practice. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.**

### **Standard Number:**

Identify the specific standard(s) from the Summative Evaluation Form that has a “Does NOT Meet Rating” assigned.

### **Present Professional Development (PD) 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

### **Growth Goal(s) and Objective(s)**

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

### **Procedures and Activities for Achieving Goal(s) and Objectives(s)**

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

### **Expected Impact:**

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

### **Appraisal Method & Target Dates for Completion/Review:**

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

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

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



*The following performance evaluation standards and performance criteria are based on the Experienced Teacher Standards adopted June 1994 and revised May 1999 and February 2008 by the Education Professional Standards Board.*

## **STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE**

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

### **1.1 Communicates concepts, processes, and knowledge.**

#### Initial-Level Performance

Accurately and effectively communicates concepts, processes, and/or knowledge and uses vocabulary that is clear, correct, and appropriate for students.

#### Advanced-Level Performance

Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.

### **1.2 Connects content to life experiences of student.**

#### Initial-Level Performance

Effectively connects most content, procedures, and activities with relevant life experiences of students.

#### Advanced-Level Performance

Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.

### **1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.**

#### Initial-Level Performance

Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.

#### Advanced-Level Performance

Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.

### **1.4 Guides students to understand content from various perspectives.**

#### Initial-Level Performance

Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.

#### Advanced-Level Performance

Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.

### **1.5 Identifies and addresses students' misconceptions of content.**

#### Initial-Level Performance

Identifies misconceptions related to content and addresses them during planning and instruction.

#### Advanced-Level Performance

Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.

## **STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION**

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

### **2.1 Develops significant objectives aligned with standards.**

#### Initial-Level Performance

States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.

#### Advanced-Level Performance

Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interest and abilities.

### **2.2 Uses contextual data to design instruction relevant to students.**

#### Initial-Level Performance

Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.

#### Advanced-Level Performance

Plans and designs instruction that is based on significant contextual and pre-assessment data.

### **2.3 Plans assessments to guide instruction and measure learning objectives.**

#### Initial-Level Performance

Prepares assessments that measure student performance on each objective and help guide teaching.

#### Advanced-Level Performance

Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.

**2.4 Plans instructional strategies and activities that address learning objectives for all students.**

**Initial-Level Performance**

**Advanced-Level Performance**

Aligns instructional strategies and activities with learning objectives for all students.

Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.

**2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.**

**Initial-Level Performance**

**Advanced-Level Performance**

Plans instructional strategies that include several levels of learning that require higher order thinking.

Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.

**STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE**

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

**3.1 Communicates high expectations.**

**Initial-Level Performance**

**Advanced-Level Performance**

Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.

Consistently sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.

**3.2 Establishes a positive learning environment.**

**Initial-Level Performance**

**Advanced-Level Performance**

Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.

Maintains a fair, respectful, and productive classroom environment conducive to learning.

**3.3 Values and supports student diversity and addresses individual needs.**

**Initial-Level Performance**

**Advanced-Level Performance**

Uses a variety of strategies and methods to support students diversity by addressing individual needs.

Consistently uses appropriate and responsive instructional strategies that address the needs of all students.

**3.4 Fosters mutual respect between teacher and students and among students.**

**Initial-Level Performance**

**Advanced-Level Performance**

Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.

Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.

**3.5 Provides a safe environment for learning.**

**Initial-Level Performance**

**Advanced-Level Performance**

Creates a classroom environment that is both emotionally and physically safe for all students.

Maintains a classroom environment that is both emotionally and physically safe for all students.

**STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION**

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

**4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.**

**Initial-Level Performance**

**Advanced-Level Performance**

Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.

Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.

**4.2 Implements instruction based on diverse student needs and assessment data.**

**Initial-Level Performance**

**Advanced-Level Performance**

Implements instructions based on contextual information and assessment data.

Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.

**4.3 Uses time effectively.**

## Initial-Level Performance

Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions and organizing and monitoring group works so that there is minimal loss of instructional time.

## Advanced-Level Performance

Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.

**4.4 Uses space and materials effectively.**

## Initial-Level Performance

Uses classroom space and materials effectively to facilitate student learning.

## Advanced-Level Performance

Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.

**4.5 Implements and manages instruction in ways that facilitate higher order thinking.**

## Initial-Level Performance

Instruction provides opportunity to promote higher-order thinking.

## Advanced-Level Performance

Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.

**STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS**

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

**5.1 Uses pre-assessments.**

## Initial-Level Performance

Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.

## Advanced-Level Performance

Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.

**5.2 Uses formative assessments.**

## Initial-Level Performance

Uses a variety of formative assessments to determine each student's progress and guide instruction.

## Advanced-Level Performance

Consistently uses appropriate formative assessments to determine student progress, guide instruction, & provide feedback to students.

**5.3 Uses summative assessments.**

## Initial-Level Performance

Uses a variety of summative assessments to measure student achievement.

## Advanced-Level Performance

Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.

**5.4 Describes, analyzes, and evaluates student performance data.**

## Initial-Level Performance

Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.

## Advanced-Level Performance

Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student group, and inform instructional practice.

**5.5 Communicates learning results to students and parents.**

## Initial-Level Performance

Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.

## Advanced-Level Performance

Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.

**5.6 Allows opportunity for student self-assessment.**

## Initial-Level Performance

Promotes opportunities for students to engage in accurate self-assessment of learning.

## Advanced-Level Performance

Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.

## STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

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

### 6.1 Uses available technology to design and plan instruction.

#### Initial-Level Performance

Uses technology to design and plan instruction.

#### Advanced-Level Performance

Uses appropriate technology to design and plan instruction that supports and extends learning of all students.

### 6.2 Uses available technology to implement instruction that facilitates student learning.

#### Initial-Level Performance

Uses technology to implement instruction that facilitates student learning.

#### Advanced-Level Performance

Designs and implements research-based, technology-infused instructional strategies to support learning of all students.

### 6.3 Integrates student use of available technology into instruction.

#### Initial-Level Performance

Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.

#### Advanced-Level Performance

Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.

### 6.4 Uses available technology to assess and communicate student learning.

#### Initial-Level Performance

Uses technology to assess and communicate student learning.

#### Advanced-Level Performance

Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.

### 6.5 Demonstrates ethical and legal use of technology.

#### Initial-Level Performance

Ensures that personal use and student use of technology are ethical and legal.

#### Advanced-Level Performance

Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.

## STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

### 7.1 Uses data to reflect on and evaluate student learning.

#### Initial-Level Performance

Reflects on and accurately evaluates student learning using appropriate data.

#### Advanced-Level Performance

Uses formative and summative performance data to determine the learning needs of all students.

### 7.2 Uses data to reflect on and evaluate instructional practice.

#### Initial-Level Performance

Reflects on and accurately evaluates instructional practice using appropriate data.

#### Advanced-Level Performance

Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.

### 7.3 Uses data to reflect on and identify areas for professional growth.

#### Initial-Level Performance

Identifies areas for professional growth using appropriate data.

#### Advanced-Level Performance

Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.

## STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

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

### 8.1 Identifies students whose learning could be enhanced by collaboration.

Initial-Level Performance	Advanced-Level Performance
Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.	Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.

### 8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.

Initial-Level Performance	Advanced-Level Performance
Designs a plan to enhance student learning that includes all parties in the collaborative effort.	Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.

### 8.3 Implements planned activities that enhance student learning and engage all parties.

Initial-Level Performance	Advanced-Level Performance
Implements planned activities that enhance student learning and engage all parties.	Explains how the collaboration to enhance student learning has been implemented.

### 8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

Initial-Level Performance	Advanced-Level Performance
Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.	Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.

## STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills, and processes necessary, and implements a professional development plan.

### 9.1 Self assess performance relative to Kentucky's Teacher Standards.

Initial-Level Performance	Advanced-Level Performance
Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.	Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.

### 9.2 Identifies priorities for professional development based on data from self-assessment, student performances and feedback from colleagues.

Initial-Level Performance	Advanced-Level Performance
Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas of growth.

### 9.3 Designs a professional growth plan that addresses identified priorities.

Initial-Level Performance	Advanced-Level Performance
Designs a clear, logical professional growth plan that addresses all priority areas.	Designs a clear, logical professional growth plan that addresses all priority areas.

### 9.4 Shows evidence of professional growth and reflection on the identified priority areas an impact on instructional effectiveness and student learning.

Initial-Level Performance	Advanced-Level Performance
Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.	Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.

## STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

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

### 10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the schools.

#### Initial-Level Performance

Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.

#### Advanced-Level Performance

Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and select an opportunity to demonstrate initiative, planning, organization, and professional judgment.

### 10.2 Develops a plan for engaging in leadership activities.

#### Initial-Level Performance

Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.

#### Advanced-Level Performance

Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.

### 10.3 Implements a plan for engaging in leadership activities.

#### Initial-Level Performance

Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be accessed.

#### Advanced-Level Performance

Effectively implements the leadership work plan.

### 10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

#### Initial-Level Performance

Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.

#### Advanced-Level Performance

Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.

### 10.5 Performs other duties as assigned and meets local school district job expectations and requirements in job description

*This performance criteria was added by local school district.*

## Job Description

**TITLE: Teacher-Preschool**

**QUALIFICATIONS:**

1. Meet certification standards as required by the Kentucky Department of Education
2. Demonstrate ability to work effectively with students
3. Demonstrate ability to communicate effectively with students, parents, and faculty

**REPORTS TO:** District Preschool Coordinator and Building Administrator

**JOB GOAL:**

1. Execute board, administrative, and school policies in a professional manner
2. Develop a classroom climate that provides for student motivation, welfare, and control
3. Prepare, present, and evaluate lesson objectives
4. Show respect for worth of student, promote effective parent communication, & cooperate with staff

**PERFORMANCE RESPONSIBILITIES:**

1. Creates a physical, social, and positive environment that meets the individual needs of each child
2. Arranges the physical environment by selecting the number and types of interest/learning centers, and choosing equipment and materials for each area
3. Creates a well balanced daily classroom schedule
4. Creates a safe and healthy environment for staff and young children
5. Demonstrates methods for creating a positive social and emotional climate
6. Posts emergency information, weekly menu, fire and tornado drill records in the classroom
7. Plans with the Instructional Aides effectively
8. Designs and/or selects developmentally appropriate activities related to the curriculum areas of language, mathematics, science, social studies, health, safety, nutrition, art, music, drama, and movement
9. Creates, selects, adapts, and evaluates materials appropriate for young children with varying ages, abilities, & needs
10. Presents developmentally appropriate activities in an integrated format
11. Provides individual and group learning activities through a variety of formats, including play, environment routines, transitions and systematic instructional situations in all areas of development
12. Demonstrates & uses principles of guidance techniques, behavior support & classroom management skills appropriate for children
13. Plans and implements a parent/family involvement program including at least home visits, classroom participation, and parent/teacher conferences
14. Provides a variety of educational activities for parents to enhance their role as the principal influence on the child's education and development
15. Assists Family Service Worker/Parent Trainer in planning and implementing parent/family activities held after school hours and attends these events (potlucks, picnics, center committee)
16. Translates and utilizes LAP-D assessment data for child's individual objectives
17. Maintains support and on-going communication with supervisors
18. Designs and evaluates processes and strategies that support transitions between programs and/or settings
19. Identifies strengths, resources, and needs of children and collaborates with or makes referral to other professionals as necessary
20. Supervises and evaluates para-professionals
21. Supervises volunteers
22. Acts as a key member of the admissions & release committee (ARC) in developing IEPs for the children with disabilities
23. Works in cooperation with support consultants for the purpose of information sharing and problem planning
24. Works cooperatively with Family Service Worker/Parent Trainer in updating and monitoring social service, parent involvement, and health records
25. Develops a working partnership with FSW/Parent Trainer where communication is shared concerning health, disability, parent involvement, and social service concerns
26. Keeps a positive attitude toward all aspects of the program and seeks ways to improve areas
27. Adheres to professional ethics and standards
28. Participates in opportunities for professional development, including participation in professional organizations and application of professional literature, attends staff meetings and all local training sessions
29. Establishes and fosters good working relationships within the program
30. Maintains anecdotal records (minimum of one time per month per child)
31. Submits neat, accurate, and punctual program records
32. Ensures confidentiality of records and information
33. Lesson plans are complete and up-to-date
34. Participates in self-evaluation activities
35. Compiles and maintains student records in compliance with legal obligations, local and state policies and procedures
36. Will provide delegated health service, including the administration of medication; the operation, maintenance, or health care through the use of medical equipment; or the administration of clinical procedures after being trained to perform the specific health service by a licensed health care professional
37. Performs other duties as assigned and meets local school district job expectations and requirements

## Job Description

**TITLE:** **Special Education Teacher**

**QUALIFICATIONS:**

1. Must meet certification standards as required by the Kentucky Department of Education
2. Demonstrate ability to work effectively with students
3. Demonstrate ability to communicate effectively with students, parents, and faculty

**REPORTS TO:** Director of Special Education and Principal

**JOB GOAL:** Execute board, administrative, and school policies in a professional manner. Develop a classroom climate that provides for student motivation, welfare, and control. Prepare, present, and evaluate lesson objectives. Show respect for worth of student, promote effective parent communication, and cooperate with staff.

### **PERFORMANCE**

**RESPONSIBILITIES:**

1. Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students
2. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities
3. Strive to foster an attitude of curiosity and eagerness for learning
4. Maintain, control, and manage appropriate student behavior
5. Plan a program of study that strives to meet the individual needs, interests, and abilities of the students
6. Prepare for classes assigned and show written evidence of preparation upon request
7. Plan and supervise purposeful assignments for teacher aide(s)
8. Demonstrate a sufficient degree knowledge, understanding, and skill with respect to the subject matter areas being taught
9. Assist in the selection of books, equipment, and other instructional materials
10. Assess the accomplishments of students on a regular basis and provide reports to parents through progress reports, grade cards, conferences, and/or Individual Educational Plans (IEPs)
11. Employ a variety of instructional techniques and media consistent with the needs and capabilities of involved individuals and the physical limitations of the location provided
12. Assess the learning needs of students on a regular basis and seek the assistance of district specialists as required
13. Establish and maintain cooperative relations with other members of the staff
14. Strive to maintain and improve professional competence through continuing education, workshops, in-service, university classes, and professional reading
15. Strive to follow the district's philosophy of education and instructional goals and objectives
16. Maintain accurate, complete records and their confidentiality as required by law, district policy, and administrative regulations
17. Implement all policies and rules governing student conduct for the classroom and school related activities as set forth by the Student Handbook
18. Arrive punctually for all assigned duties
19. Attend staff meetings and serve on staff committees as required
20. Make reasonable effort for being available to students and parents for education-related purposes
21. Act in accordance with the by-law and policies as set forth by the Calloway County Board of Education, Kentucky Revised Statutes, and Kentucky Administrative Regulations
22. Will provide delegated health service, including the administration of medication; the operation, maintenance, or health care through the use of medical equipment; or the administration of clinical procedures after being trained to perform the specific health service by a licensed health care professional
23. Performs other duties as assigned and meets local school district job expectations and requirements

## Job Description

**TITLE:** **Teacher**

**QUALIFICATIONS:**

1. Must meet certification standards as required by the Kentucky Department of Education
2. Demonstrate ability to work effectively with students
3. Demonstrate ability to communicate effectively with students, parents, and faculty

**REPORTS TO:** Principal

**JOB GOAL:** Execute board, administrative, and school policies in a professional manner; Develop a classroom climate that provides for student motivation, welfare, and control; Prepare, present, and evaluate lesson objectives; Show respect for worth of student, promote effective parent communication, and cooperate with staff.

**PERFORMANCE  
RESPONSIBILITIES:**

1. Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students
2. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities
3. Strive to foster an attitude of curiosity and eagerness for learning
4. Maintain, control, and manage appropriate student behavior
5. Plan a program of study that strives to meet the individual needs, interests, and abilities of the students
6. Prepare for classes assigned and show written evidence of preparation upon request
7. Plan and supervise purposeful assignments for teacher aide(s)
8. Demonstrate a sufficient degree knowledge, understanding, and skill with respect to the subject matter areas being taught
9. Assist in the selection of books, equipment, and other instructional materials
10. Assess the accomplishments of students on a regular basis and provide reports to parents through progress reports, grade cards, conferences, and/or Individual Educational Plans (IEP)
11. Employ a variety of instructional techniques and media consistent with the needs and capabilities of involved individuals and the physical limitations of the location provided
12. Assess the learning needs of students on a regular basis and seek the assistance of district specialists as required
13. Establish and maintain cooperative relations with other members of the staff
14. Strive to maintain and improve professional competence through continuing education, workshops, in-service, university classes, and professional reading
15. Strive to follow the district's philosophy of education and instructional goals & objectives
16. Maintain accurate, complete records and their confidentiality as required by law, district policy, and administrative regulations
17. Implement all policies and rules governing student conduct for the classroom and school related activities as set forth by the Student Handbook
18. Arrive punctually for all assigned duties
19. Attend staff meetings and serve on staff committees as required
20. Make reasonable effort for being available to students & parents for education-related purposes
21. Act in accordance with the by-law and policies as set forth by the Calloway County Board of Education, Kentucky Revised Statutes, and Kentucky Administrative Regulations
22. Will provide delegated health service, including the administration of medication; the operation, maintenance, or health care through the use of medical equipment; or the administration of clinical procedures after being trained to perform the specific health service by a licensed health care professional
23. Perform other duties as assigned and meets local school district job expectations and requirements

# CALLOWAY COUNTY SCHOOLS

## PRE-OBSERVATION FORM

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

Teacher	Observer	Position
School	Date	Time
Content Area/Grades	No. Students w/IEPs	No. of Students

.....

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

Academic Expectations Targeted # \_\_\_\_\_ # \_\_\_\_\_ # \_\_\_\_\_ # \_\_\_\_\_

Major Lesson Content or (Unit Study) \_\_\_\_\_

Assessment of Lesson or (Culminating Performance) \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other comments/concerns: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Professional Growth (Area of Concentration) \_\_\_\_\_

\_\_\_\_\_

_____ <i>Observee's Signature</i>	_____ <i>Date</i>	_____ <i>Observer's Signature</i>	_____ <i>Date</i>
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# CALLOWAY COUNTY SCHOOLS TEACHER FORMATIVE OBSERVATION/APPRaisal 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.) Tenured \_\_\_\_\_ Non-Tenured \_\_\_\_\_

Evaluatee/Observee \_\_\_\_\_ Content Area \_\_\_\_\_ Grade(s) \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_

Date of Conference (Analyses) \_\_\_\_\_

School \_\_\_\_\_

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
<b>1: Demonstrates Applied Content Knowledge</b>				<b>Discussed</b>
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.				
Comments:				
Overall rating for Summative Evaluation Form				
<b>2: Designs and Plans Instruction</b>				<b>Discussed</b>
2.1. Develops significant objectives aligned with standards.				
2.2. Uses contextual data to design instruction relevant to students.				
2.3. Plans assessments to guide instruction and measure learning objectives.				
2.4. Plans instructional strategies and activities that address learning objectives for all students.				
2.5. Plans instructional strategies and activities that facilitate multiple levels of learning.				
Comments:				
Overall rating for Summative Evaluation Form				
<b>3: Creates and Maintains Learning Climate</b>				<b>Discussed</b>
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.				
Comments:				
Overall rating for Summative Evaluation Form				
<b>4: Implements and Manages Instruction</b>				<b>Discussed</b>
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 & manages instruction in ways that facilitate higher order thinking.				
Comments:				
Overall rating for Summative Evaluation Form				
<b>5: Assesses and Communicates Learning Results</b>				<b>Discussed</b>
5.1. Uses pre-assessments.				
5.2. Uses formative assessments.				
5.3. Uses summative assessments.				
5.4. Describes, analyzes, and evaluates student performance data.				
5.5. Communicates learning results to students and parents.				
5.6. Allows opportunity for student self assessment.				
Comments:				
Overall rating for Summative Evaluation Form				

\*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.

Yellow Copy-School

Pink Copy-Employee

Teacher Page 1 of 2

Standards/Performance Criteria	Performance/Product/Portfolio Ratings (*More than one (1) rating can be checked)			Professional Growth
	Meets	Growth Needed	Does Not Meet	Activities Discussed
<b>6: Demonstrates the Implementation of Technology</b>				
6.1. Uses available technology to design and plan instruction.				
6.2. Uses available technology to implement instruction that facilitates student learning.				
6.3. Integrates student use of available technology.				
6.4. Uses available technology to assess and communicate student learning.				
6.5. Demonstrates ethical and legal use of technology.				
Comments:				
Overall rating for Summative Evaluation Form				
<b>7: Reflects and Evaluates Teaching and Learning</b>				
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.				
Comments:				
Overall rating for Summative Evaluation Form				
<b>8. Collaborates with Colleagues/Parents/Others</b>				
8.1. Identifies students whose learning could be enhanced by collaboration.				
8.2. Designs a plan to enhance student learning that includes all parties in the collaborative effort.				
8.3. Implements planned activities that enhance student learning and engage all parties.				
8.4. Analyzes data to evaluate the outcomes of collaborative efforts.				
Comments:				
Overall rating for Summative Evaluation Form				
<b>9. Evaluates Teaching &amp; Implements Professional Development</b>				
9.1. Self assesses performance relative to Kentucky's Teacher Standards.				
9.2. Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.				
9.3. Designs a professional growth plan that addresses identified priorities.				
9.4. Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.				
Comments:				
Overall rating for Summative Evaluation Form				
<b>10. Provides Leadership within School/Community/Profession</b>				
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.				
10.5. Demonstrates punctuality and good attendance for all duties.				
10.6. Adheres to school board policies and administrative procedures.				
10.7. Adheres to the state professional code of ethics.				
10.8. Performs other duties as assigned and meets local school district job expectations and requirements in job description.				
Comments:				
Overall rating for Summative Evaluation Form				

EVALUATOR SIGNATURE

DATE

EVALUATEE SIGNATURE DATE

Agreement with the contents is not necessarily implied by signature.



## Job Description

**TITLE:** **Library Media Specialist**

**QUALIFICATIONS:** 1. Must meet certification standards as required by the Kentucky Department of Education.

**REPORTS TO:** Principal

**JOB GOAL:** To help students learn library skills for individual use that will contribute to their development as mature, able and responsible men and women and to maintain a resource center, which will reinforce and enrich the curriculum for the total school.

To research, locate, acquire, organize and coordinate printed materials, audio-visual equipment and to assist the teachers and students in the effective use of these resources.

### **PERFORMANCE**

- RESPONSIBILITIES:**
1. Serves as building level technology coordinator and implements KETS Plan in the school.
  2. Meets and instructs assigned classes in library skills as outlined by the school's curriculum.
  3. Encourages students to develop good reading, listening, and study habits.
  4. Encourages students to appreciate the material and the media center
  5. Plans a program of study that employs a variety of instructional media to meet the needs and capabilities of the individuals or student groups involved.
  6. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
  7. Attends staff meetings and serves on staff committees as required.
  8. Carries out all duties as directed by the principal.
  9. Maintains inventory, statistical records, and financial expenditures.
  10. Supervises aides and student aides.
  11. Suggests new media to teachers in their subject area.
  12. Assists teachers by acquiring and organizing requested materials and in gathering materials for units of study.
  13. Provides and maintains a professional media collection.
  14. Supports the total school curriculum.
  15. Assesses the accomplishments of students as appropriate for grade level.
  16. Makes provision for being available to students and parents for education-related purposes.
  17. Cooperates with P.T.O./P.T.A. and other supportive organizations.
  18. Maintains an attractive and appealing center to both students and teachers.
  19. Orders, processes, and shelves new books using standard selection tools and policy.
  20. Repairs and/or discards old books.
  21. Provides maintenance & instruction of equipment and materials & works with some AV repairs.
  22. Strives to maintain and improve professional competence through continuing education, workshops, in-service, university classes, and professional organizations.
  23. Responsible for the computerization of the media center.
  24. Manages Accelerated Reader Program & other computer programs to meet curriculum needs.
  25. Works with technology committee, purchase, budget and purchase orders.
  26. Assists other school programs and services.
  27. Manages student behavior in order to maximize learning opportunities.
  28. Communicates effectively/positively with students, colleagues, parents, and others.
  29. Seeks and completes professional growth opportunities/activities to improve instruction.
  30. Will provide delegated health service, including the administration of medication; the operation, maintenance, or health care through the use of medical equipment; or the administration of clinical procedures after being trained to perform the specific health service by a licensed health care professional.
  31. Performs other duties as assigned and meets local school district job expectations and requirements.

# CALLOWAY LIBRARY MEDIA SPECIALIST FORMATIVE OBSERVATION/APPRaisal 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.) Tenured \_\_\_\_\_ Non-Tenured \_\_\_\_\_

Evaluatee/Observee \_\_\_\_\_ Content Area \_\_\_\_\_ Grade(s) \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_

Date of Conference (Analyses) \_\_\_\_\_ School \_\_\_\_\_

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
<b>1: Demonstrates Applied Content Knowledge</b>				
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.				
Comments:				
Overall rating for Summative Evaluation Form				
<b>2: Designs and Plans Instruction</b>				
2.1. Develops significant objectives aligned with standards.				
2.2. Uses contextual data to design instruction relevant to students.				
2.3. Plans assessments to guide instruction and measure learning objectives.				
2.4. Plans instructional strategies and activities that address learning objectives for all students.				
2.5. Plans instructional strategies and activities that facilitate multiple levels of learning.				
Comments:				
Overall rating for Summative Evaluation Form				
<b>3: Creates and Maintains Learning Climate</b>				
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.				
Comments:				
Overall rating for Summative Evaluation Form				
<b>4: Implements and Manages Instruction</b>				
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 & manages instruction in ways that facilitate higher order thinking.				
Comments:				
Overall rating for Summative Evaluation Form				
<b>5: Assesses and Communicates Learning Results</b>				
5.1. Uses pre-assessments.				
5.2. Uses formative assessments.				
5.3. Uses summative assessments.				
5.4. Describes, analyzes, and evaluates student performance data.				
5.5. Communicates learning results to students and parents.				
5.6. Allows opportunity for student self assessment.				
Comments:				
Overall rating for Summative Evaluation Form				

\*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.

Yellow Copy-School

Pink Copy-Employee

LMS 1 of 3

**CALLOWAY LIBRARY MEDIA SPECIALIST FORMATIVE OBSERVATION/APPRaisal REPORT**

Standards/Performance Criteria	Performance/Product/Portfolio Ratings (*More than one (1) rating can be checked)			Professional Growth
	Meets	Growth Needed	Does Not Meet	Activities Discussed
<b>6: Demonstrates the Implementation of Technology</b>				<b>Discussed</b>
6.1. Uses available technology to design and plan instruction.				
6.2. Uses available technology to implement instruction that facilitates student learning.				
6.3. Integrates student use of available technology.				
6.4. Uses available technology to assess and communicate student learning.				
6.5. Demonstrates ethical and legal use of technology.				
Comments:				
Overall rating for Summative Evaluation Form				
<b>7: Reflects and Evaluates Teaching and Learning</b>				<b>Discussed</b>
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.				
Comments:				
Overall rating for Summative Evaluation Form				
<b>8. Collaborates with Colleagues/Parents/Others</b>				<b>Discussed</b>
8.1. Identifies students whose learning could be enhanced by collaboration.				
8.2. Designs a plan to enhance student learning that includes all parties in the collaborative effort.				
8.3. Implements planned activities that enhance student learning and engage all parties.				
8.4. Analyzes data to evaluate the outcomes of collaborative efforts.				
Comments:				
Overall rating for Summative Evaluation Form				
<b>9. Evaluates Teaching &amp; Implements Professional Development</b>				<b>Discussed</b>
9.1. Self assesses performance relative to Kentucky's Teacher Standards.				
9.2. Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.				
9.3. Designs a professional growth plan that addresses identified priorities.				
9.4. Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.				
Comments:				
Overall rating for Summative Evaluation Form				
<b>10. Provides Leadership within School/Community/Profession</b>				<b>Discussed</b>
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.				
10.5. Demonstrates punctuality and good attendance for all duties.				
10.6. Adheres to school board policies and administrative procedures.				
10.7. Adheres to the state professional code of ethics.				
10.8. Performs other duties as assigned and meets local school district job expectations and requirements in job description.				
Comments:				
Overall rating for Summative Evaluation Form				

## CALLOWAY LIBRARY MEDIA SPECIALIST FORMATIVE OBSERVATION/APPRaisal REPORT

<b>11. Meets Local School District Job Expectations and Requirements in Job Descriptions</b>	Meets	Growth Needed	Does Not Meet	Discussed
11.1 Serves as building level technology coordinator and implements KETS Plan in the School				
11.2 Meet and instruct assigned classes in library skills as outlined by the school's curriculum				
11.3 Encourage students to develop good reading, listening, and study habits				
11.4 Encourage students to appreciate the material and the media center				
11.5 Plan a program of study that employs a variety of instructional media to meet the needs and capabilities of the individuals or student groups involved				
11.6 Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities				
11.7 Attend staff meetings and serve on staff committees as required				
11.8 Carry out all duties as directed by the principal				
11.9 Maintain inventory, statistical records, and financial expenditures				
11.10 Supervise aides and student aides				
11.11 Suggest new media to teachers in their subject area				
11.12 Assist teachers by acquiring and organizing requested materials and in gathering materials for units of study				
11.13 Provide and maintain a professional media collection				
11.14 Support the total school curriculum				
11.15 Assesses the accomplishments of students as appropriate for grade level				
11.16 Makes provision for being available to students and parents for education-related purposes				
11.17 Cooperates with PTO/PTA and other supportive organizations				
11.18 Maintains an attractive and appealing center to both students and teachers				
11.19 Orders, process, and shelve new books using standard selection tools and policy				
11.20 Repairs and/or discard old books				
11.21 Provides maintenance and instruction of equipment and materials & works with some AV repairs				
11.22 Strives to maintain and improve professional competence through continuing education workshops, in-service university classes, and professional organizations				
11.23 Responsible for the computerization of the media center				
11.24 Manages Accelerated Reader Program & other computer programs to meet curriculum needs				
11.25 Works with technology committee, purchase, budget and POs				
11.26 Assists other school programs and services				
11.27 Manages student behavior in order to maximize learning opportunities				
11.28 Communicates effectively/positively with students, colleagues, parents and others				
Comments:				
Overall rating for Summative Evaluation Form				

\_\_\_\_\_  
EVALUATOR SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
EVALUATEE SIGNATURE DATE

Agreement with the contents is not necessarily implied by signature.

Yellow Copy-School

Pink Copy-Employee

Library Media Specialist Page 3 of 3



## Job Description

**TITLE:** **Principal**

**QUALIFICATIONS:** 1. Must meet certification standards as required by the Kentucky Department of Education

**REPORTS TO:** Superintendent

**JOB GOAL:** To serve as the chief administrator of a school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member

### **PERFORMANCE**

**RESPONSIBILITIES:**

1. Provides direction for the school
2. Provides for the management of instruction
3. Effectively implements evaluation strategies oriented toward improvement of instruction
4. Provides leadership for positive educational change
5. Demonstrates effective skill in the recruitment, selection and assignment of school personnel
6. Promotes on-going staff development
7. Communicates standards of expected performance
8. Provides leadership for appropriate curriculum and organization of personnel to staff the curriculum
9. Keeps the SBDM Council informed on issues, needs, and priorities of the school
10. Accepts responsibility for chairmanship of the SBDM and for maintaining liaison between the council and school personnel working toward a high degree of understanding and respect among all stakeholders
11. Provides for effective and efficient day-to-day operation of the school
12. Ensures that school plant and facilities and conducive to a positive learning environment
13. Ensures efficient management of building-level fiscal resources
14. Promotes and maintains a positive school climate
15. Establishes and maintains effective discipline in the school
16. Demonstrates effective communication skills
17. Acts as communication liaison between SBDM, Central Office, Superintendent, and Board of Education
18. Demonstrates effective problem-solving and decision-making skills
19. Demonstrates effective organization skills
20. Demonstrates positive interpersonal relationship with students
21. Demonstrates positive interpersonal relationship with staff
22. Demonstrates positive interpersonal relationship with other administrators
23. Demonstrates positive interpersonal relationship with parent/community
24. Implements the policies and procedures of the district
25. Participates in professional growth activities
26. Demonstrates a sense of professional responsibility
27. Will provide delegated health service, including the administration of medication; the operation, maintenance, or health care through the use of medical equipment; or the administration of clinical procedures after being trained to perform the specific health service by a licensed health care professional
28. Performs other duties as assigned and meets local school district job expectations and requirements

## Job Description

- TITLE:** **Assistant Principal**
- QUALIFICATIONS:** Meet certification standards as required by the Kentucky Department of Education
- REPORTS TO:** High School Principal/Middle School Principal
- JOB GOAL:** To relieve the principal of such impediments as prevent his/her from fulfilling his/her chief responsibility of promoting the educational well-being of each student in the school
- PERFORMANCE RESPONSIBILITIES:**
1. Assists the principal in the overall administration of the school
  2. Serves as principal in the absence of the regular principal
  3. Assists the principal in the development and implementation of the KERA goals, academic expectations, curriculum alignment and all of the KERA strands
  4. Requisitions supplies, textbooks, and equipment, conducting inventories, maintaining records, and checking on receipts for such materials
  5. Cooperates in the conducting of safety inspections and safety drill practice activities
  6. Assumes responsibility for coordinating transportation, custodial, cafeteria, and other support services including custodial budgeting
  7. Supervises the reporting and monitoring of student attendance and works with the attendance supervisor for investigative follow-up actions
  8. Assists in maintaining discipline throughout the student body, and deals with special cases as necessary
  9. Serves with parent, faculty, and student groups as requested in advancing educational and related activities and objectives
  10. Performs such record-keeping functions as the principal may direct
  11. Supervises pupil behavior on school property
  12. Assists in the organization, scheduling and administration of curricular activities
  13. Will provide delegated health service, including the administration of medication; the operation, maintenance, or health care through the use of medical equipment; or the administration of clinical procedures after being trained to perform the specific health service by a licensed health care professional
  14. Performs other duties as assigned and meets local school district job expectations and requirements

### Job Description

**TITLE:**  
**QUALIFICATIONS:**  
**REPORTS TO:**  
**JOB GOAL:**

#### **Guidance Counselor**

1. Meets certification requirement standards as required by Kentucky Department of Education Principals

The school counselor shall be responsible for maintaining the best possible guidance program. The program shall assist students in their educational, social, and their personal lives. It shall further aid the students in making wise decisions and improving their life planning. It shall also attempt to help each student to understand and accept their limitations and to develop a self-image that will allow them to make plans for developing educationally, socially, and personally.

The total guidance program shall teach each student to get along with other people and understand the world in which they live. The program shall aid the student to get the most out of school by being an "active learner" and not a "passive learner. Further, it shall help the student to explore his self-concept, find a place of study, plan a schedule of study, and learn to take on responsibility. The program should help the student define his role, feel good about learning and working, develop an interest in the future, and have a working relationship with people, things, and services.

**PERFORMANCE  
RESPONSIBILITIES:**

1. Disseminate educational and vocational information
2. Disseminate testing information for district and state-wide assessments
3. Compute test statistics for district and state-wide assessments
4. Interpret test results for district and state-wide assessments
5. Assist students with application and pre-registration for higher education
6. Conduct guidance orientation for incoming students
7. Update references and materials
8. Maintain permanent records
9. Organize and update special education folders
10. Promote public relations
11. Assist principal in informing students and parents of requirements, policies, and procedures of the school
- \*12. Provide scholarship information
- \*13. Conduct Financial Aid Workshops
- \*14. Organize and complete a withdrawal study
- \*15. Check senior graduation requirements and notify seniors
- \*16. Prepare senior card file
- \*17. Conduct Test Wiseness Seminars
18. Conduct student conferences
19. Conduct parent conferences
20. Assist with scheduling process
21. Conduct small group guidance sessions
22. Assist students with academic, vocational, and personal problems
- \*23. Conduct summer conferences for seniors
24. Administer TCS and CTBS to appropriate levels
25. Administer individual evaluations as needed
26. Register students for special tests, for example, SAT, CLEP, and ASVAR
27. Interpret test results on an individual basis or in small groups
28. Ensure parental knowledge of student progress as requested
29. Inform parents of special needs of students when necessary
- \*30. Administer PSAT to sophomores and juniors
- \*31. Administer AP tests to students
32. Interpret test results to faculty as needed
33. Assist in implementing Individuals with Disabilities Education Act
34. Compile test results for special education students
35. Assist in development of Individual Education Programs
36. Assist with functional behavior assessments and development of behavior intervention plans
37. Initiate referral process for individual assessment
38. Receive referrals from faculty
39. Refer to appropriate community agencies
40. Assist in pre-registration and scheduling
41. Assist with summer schedule check
42. Assist in scheduling special education students
43. Serve as co-chairman of SMARC
44. Assist in registering new students
45. Process transcripts
46. Organize and complete follow-up study
47. Consult in the development and operation of the total school program for exceptional children
48. Serve as a regular member of the Administrative Admissions and Release Committee
49. Assist in screening pupils to identify those who should be referred for individual study
50. Conduct detailed individual analysis (counseling, testing, observation) of particular children in order to furnish deeper insights into their educational problems
51. Furnish clinical and diagnostic information concerning the particular emotional and psychological problems, which interfere with a child's effective learning or refer to psychologist when deemed necessary
52. Suggest and recommend programs designed to remedy these psychological problems (placement process)
53. Assist in interpreting to teachers and parents psychological data concerning individual children
54. Consult with teachers in the development of curriculum adaptations & classroom practices for pupils with special needs
55. Cooperate with other staff members in the development and use of psychological data
56. Will provide delegated health service, including the administration of medication; the operation, maintenance, or health care through the use of medical equipment; or the administration of clinical procedures after being trained to perform the specific health service by a licensed health care professional
57. Performs other duties as assigned and meets local school district job expectations and requirements

\*High School Only

# ISLLC Evaluation Standards and Performance Criteria for Education Administrators

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

## 2008 ISLLC STANDARDS

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

### **Standard 1: Vision**

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

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

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

### **Standard 2: School Culture and Learning**

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

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

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

### **Standard 3: Management**

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

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

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

#### **Standard 4: Collaboration**

An education leader promotes the success of all students by **collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.**

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

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

#### **Standard 5: Integrity, Fairness, Ethics**

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

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

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

#### **Standard 6: Political, Economic, Legal**

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

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

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

# CALLOWAY COUNTY SCHOOLS EDUCATION ADMINISTRATORS FORMATIVE FORM

ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION

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

Evaluatee/Observee \_\_\_\_\_ Position \_\_\_\_\_ Date of Conference \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_ School/Work Site \_\_\_\_\_

## Standards/Performance Criteria

<b>1: Vision:</b>	<b>Performance/Product/Portfolio Ratings</b>			<b>Professional Growth Activities</b>
	(*More than one (1) rating can be checked)			
<i>The education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.</i>	Meets	Growth Needed	Does Not Meet	Discussed
<b>PERFORMANCES-THE ADMINISTRATOR FACILITATES PROCESSES AND ENGAGES IN ACTIVITIES ENSURING THAT:</b>				
A. Collaboratively developing and implementing a shared vision and mission				
B. Collecting and using data to identify goals, assess organizational effectiveness, and promote organizational learning				
C. Creating and implementing plans to achieve goals				
D. Promoting continuous and sustainable improvement				
E. Monitoring and evaluating progress and revising plans				
Comments:				
<b>Overall rating for Summative Evaluation Form</b>				
<b>2: School Culture and Learning</b>	<b>Performance/Product/Portfolio Ratings</b>			<b>Professional Growth Activities</b>
	(*More than one (1) rating can be checked)			
<i>The education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</i>	Meets	Growth Needed	Does Not Meet	Discussed
<b>PERFORMANCES-THE ADMINISTRATOR FACILITATES PROCESSES AND ENGAGES IN ACTIVITIES ENSURING THAT:</b>				
A. Nurtures and sustains a culture of collaboration, trust, learning and high expectations				
B. Creates a comprehensive, rigorous, and coherent curricular program				
C. Creates a personalized and motivating learning environment for students				
D. Supervises instruction				
E. Develops assessment & accountability systems to monitor student progress				
F. Develops the instructional and leadership capacity of staff				
G. Maximizes time spent on quality instruction				
H. Promotes the use of the most effective and appropriate technologies to support teaching and learning				
I. Monitors and evaluates the impact of the instructional program				
Comments:				
<b>Overall rating for Summative Evaluation Form</b>				

## EDUCATION ADMINISTRATORS FORMATIVE FORM

<b>3: Management</b>	<b>Performance/Product/Portfolio Ratings</b>			<b>Professional Growth Activities</b>
	(*More than one (1) rating can be checked)			
<i>The education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</i>				
<b>PERFORMANCES-THE ADMINISTRATOR FACILITATES PROCESSES AND ENGAGES IN ACTIVITIES ENSURING THAT:</b>	<b>Meets</b>	<b>Growth Needed</b>	<b>Does Not Meet</b>	<b>Discussed</b>
A. Monitors and evaluates the management and operational systems				
B. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources				
C. Promotes and protects the welfare and safety of 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				
F. Modifies own professional development plan to improve instructional performance and to promote student learning				
G. Demonstrates punctuality and good attendance for all duties				
H. Adheres to school board policies and administrative procedures				
I. Adheres to the state professional code of ethics				
J. Performs other duties as assigned and meets local school district job expectations and requirements in job description				
Comments:				
<b>Overall rating for Summative Evaluation Form</b>				

<b>4: Collaboration</b>	<b>Performance/Product/Portfolio Ratings</b>			<b>Professional Growth Activities</b>
	(*More than one (1) rating can be checked)			
<i>The education leader promotes the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</i>				
<b>PERFORMANCES-THE ADMINISTRATOR FACILITATES PROCESSES AND ENGAGES IN ACTIVITIES ENSURING THAT:</b>	<b>Meets</b>	<b>Growth Needed</b>	<b>Does Not Meet</b>	<b>Discussed</b>
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				
Comments:				
<b>Overall rating for Summative Evaluation Form</b>				

## EDUCATION ADMINISTRATORS FORMATIVE FORM

<b>5: Integrity, Fairness, Ethics</b>	<b>Performance/Product/Portfolio Ratings</b>			<b>Professional Growth Activities Discussed</b>
	(*More than one (1) rating can be checked)			
The education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	Meets	Growth Needed	Does Not Meet	Discussed
<b>PERFORMANCES-THE ADMINISTRATOR FACILITATES PROCESSES AND ENGAGES IN ACTIVITIES ENSURING THAT:</b>				
A. Ensures a system of accountability for every student’s academic and social success				
B. Models principles of self-awareness, reflective practice, transparency, and ethical behavior				
C. Safeguards the values of democracy, equity, 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				
Comments:				
<b>Overall rating for Summative Evaluation Form</b>				

<b>6: Political, Economic, Legal</b>	<b>Performance/Product/Portfolio Ratings</b>			<b>Professional Growth Activities Discussed</b>
	(*More than one (1) rating can be checked)			
The education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	Meets	Growth Needed	Does Not Meet	Discussed
<b>PERFORMANCES-THE ADMINISTRATOR FACILITATES PROCESSES AND ENGAGES IN ACTIVITIES ENSURING THAT:</b>				
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				
Comments:				
<b>Overall rating for Summative Evaluation Form</b>				

\*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

Agreement with the contents is not necessarily implied by signature.



## **ELECTION PROCEDURES FOR APPEAL PANEL**

**The District has established a panel to hear evaluation appeals. Appeal Panel members may review evaluations, if a written appeal is received.**

**Any certified employee who believes that he/she was not fairly evaluated on the summative evaluation may appeal to the panel within ten (10) working days of the receipt of the summative evaluation.**

**Two members of the panel shall be elected by and from the certified employees of the District. Two alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one certified employee and one alternate certified employee to the panel.**

**The two people receiving the highest number of votes from all certified staff will be the elected members of the Appeals Panel with the persons being third and fourth serving as alternates. A third regular Appeals member and alternate will be appointed by the School Board.**

**All terms of panel members and alternates shall be for two (2) years and run from July1 to June 30. Members may be reappointed or reelected.**

**The chairman of the panel shall be the certified employee elected by the panel from its membership.**



# Calloway County Schools

P. O. Box 800  
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Phone (270) 762-7300  
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STEVE HOSKINS  
Superintendent

## BOARD OF EDUCATION

JEFF GORDON  
Chair  
TERRY BOURLAND  
Vice Chair  
STEVE GROGAN  
B. LEEANN MYERS  
RICHARD SMOTHERMAN

MEMO TO: All Certified Personnel

FROM: Stephanie Wyatt

Date: March 24, 2009

**SUBJECT: 2009-2011 Certified Personnel Evaluation Appeals Review Panel**

The two individuals receiving the highest number of votes for regular panel members of the Certified Personnel Evaluation Appeals Panel are as follows.

Kristine Provine  
Charity Anderson

The following were selected to serve as alternates.

Amy Futrell  
Regina Crider

The third regular member appointed by the school board is Stephanie Wyatt. The board appointed Randy McCallon as the alternate.

The regular and alternate panel members will serve for a period of two (2) years from July 1, 2009 to June 30, 2011.

**CALLOWAY COUNTY SCHOOLS**  
**RECOURSE FOR DISAGREEMENT WITH EVALUATION**

Appeal Process Based on 704 KAR 3:345 in compliance with KRS 156.557

1. The person being evaluated may signify disagreement with the evaluation by stating those disagreements in the comment section of the summative evaluation instrument. If necessary, an additional attachment can be made to the report.
2. Personnel being evaluated may submit a written appeal concerning evaluation to the district appeals panel. This appeal must be filed within ten (10) working instructional days from the date of the summative conference. Every staff member has a right to an appeal and hearing.
3. In the event of an appeal, the teacher may choose to direct their appeal to the district appeals panel. In the event of an appeal by an administrator, the administrator may appeal to the district appeals panel chairperson. The appeals panel shall conduct a review of the evaluation and shall make a final determination as indicated by reviewing the evaluation data and/or interviewing the personnel involved. The appeal process shall include a hearing.
4. Both parties in an appeal have the right to examine all documentation to be presented at a hearing reasonably in advance of the hearing. Both parties have the right to one representative of their choice.
5. The appeals panel chairperson shall prepare a written findings stating the results of the appeals hearing.
6. If not satisfied with local decisions, matters of procedure may be appealed to the State Appeals Board as referenced below in 704 KAR 3:345.
7. 704 KAR 3:345 (9) states that:
  - (a) the Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557 (5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.
  - (b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.
  - (c) A brief, written statement, and other documents which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
  - (d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
  - (e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

## **APPEALS PANEL HEARING PROCEDURES**

The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. Any certified employee may, within ten working days of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the plan. Upon receiving the request, the panel will schedule a preliminary hearing within fifteen working days for the purpose of providing documentation to all parties and the panel. The panel for each appeal shall elect the chairperson of the panel. Four copies of the documentation to be considered in the appeal, one copy for each member of the committee and one copy for the evaluator/evaluatee, shall be made available at the preliminary hearing. The chairperson shall convene the preliminary hearing and explain procedures for the appeals panel hearing. Legal counsel or one representative of their choice may represent the evaluatee and evaluator. The Board of Education shall provide legal counsel to the panel if requested. Examples of procedures to be covered at the preliminary hearing may include: 1) The evaluatee has the right to determine whether the hearing is open or closed. 2) A closed hearing will include the panel, the evaluatee, the evaluator and their chosen representatives (restricted to one representative each). 3) Witnesses may be called by either party but will not be allowed to observe the hearing process other than during their testimony. After the evaluatee and evaluator leave, the appeals committee shall remain and review all documents and formulate questions for the hearing. The purpose of the preliminary hearing is to exchange documents and establish hearing procedures.

Within ten working days of the preliminary hearing, an appeals panel hearing will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures to be followed. The burden of proof lies with the evaluatee. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. The panel shall consider both substantive and procedural issues. An opportunity for questioning each party shall be provided. The panel shall have the right to question both the evaluatee and the evaluator and any witnesses presented. The evaluatee and evaluator will then leave and the panel will consider all information provided to them. A decision regarding their findings shall be presented to the superintendent within five working days after the hearing.

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

- a. Uphold the original evaluation
- b. Remove the summative evaluation or any part of the summative evaluation from the evaluatee's personnel file that the panel finds in error.

**APPEALS PANEL  
REPORT OF FINDINGS**

Evaluatee:  
Representative:

Evaluator (s):  
Representative:

Panel Members:

Preliminary Hearing:  
Hearing Date:

Findings:

The Local District Appeals Panel has carefully reviewed the information presented and in our best professional judgment we believe our findings to be accurate.

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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

**APPEALS PANEL HEARING REQUEST FORM**

I, \_\_\_\_\_, have been evaluated by \_\_\_\_\_ during the current evaluative cycle. My disagreement with the findings of the summative has been thoroughly discussed with my evaluator.

I respectfully request the Calloway County School District Evaluation Appeals panel to hear my appeal. This appeal challenges the summative findings on (check one of the following):

- \_\_\_\_\_ Substance
- \_\_\_\_\_ Procedure
- \_\_\_\_\_ Both substance & procedure

\_\_\_\_\_  
Signature Date

Date of Summative conference \_\_\_\_\_

Date evaluator notified of intent to appeal \_\_\_\_\_

This form shall be presented in person or by mail to any member of the appeals panel within ten (10) working instructional days of completion of the summative conference.

**CALLOWAY COUNTY SCHOOLS  
PROFESSIONAL GROWTH & EVALUATION  
PLAN OF CERTIFIED PERSONNEL**

**District Evaluation Contact:**

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