

EVALUATION PROCESS

The performance based evaluation system includes two stages – FORMATIVE and SUMMATIVE.

The formative stage is a continuous cycle of gathering data based on performance criteria and indicators outlined in the district plan. All observations or monitoring of performance or alternative methods of data collection shall be conducted openly and with the full knowledge of the employee.

The summative stage is a summary of all the data collected during the formative stage. All summative evaluations shall be in writing on the approved summative form. A copy shall be provided to the evaluatee, and a copy shall become a part of the official personnel record in the principal's office and the superintendent's office.

Within one (1) month of employment, all employees are to receive an orientation to the certified personnel evaluation plan. Each certified employee will be given a copy of the plan.

Itinerant teachers are assigned a principal to complete the summative report. However, all principals of the schools where the teacher works are to contribute formative data to the designated principal.

The immediate supervisor of the employee shall be designated as the primary evaluator. Additional trained administrators may be used to observe and provide data to the primary evaluator.

EVALUATION PROCEDURES

Non-Tenured Teachers (1 Year Evaluation Cycle)

Formative Stage

Non-Tenured teachers shall be observed formally a minimum of two (2) times each year. Formal observations must be a complete class period or for a complete lesson with a pre-observation worksheet required. Informal observations are not scheduled and may be for a complete class period of lesson, or any part of a class period or lesson. Additional formal and/or informal observations may be done as deemed necessary to provide assistance and to monitor the assistance growth plan process.

A post-observation conference shall be held after any formal or informal observation has been completed. Conferences following informal observations may be brief, but must be completed following the same guidelines as formal observations. All conferences shall be held within three working days following the observation. The evaluator shall provide a copy of the formative evaluation instrument to the evaluatee at the initiation of the conference. Both parties are to sign the form indicating that the data has been discussed, and the evaluatee may write any comments in response to the report.

The "Individual Professional Growth Plan" is to be reviewed and a new one completed annually, by May 15, by all certified employees. The growth plan is to be denoted as enrichment or assistance. The enrichment growth plan shall be completed annually by staff members who "meet district standards," but need to continue and extend their professional growth. Staff who have performance areas marked as "needs improvement" or "must improve" shall complete the assistance growth plan. With the assistance growth plan, the evaluator takes an active role in the activities and appraisal of the activities along with the evaluatee. Intensive assistance may require the use of an assistance team of individuals to help the staff member grow professionally.

The individualized professional growth plan shall be aligned with specific goals and objectives of the school improvement/transformation and professional development plans. Growth plans shall address measurable specific objectives that the evaluator and/or the evaluatee identify. Evaluators are to coordinate the growth plan efforts with the evaluatee and provide suggestions, ideas, and strategies for improvement. The evaluator may request assistance from other employees including teachers, principals, and central office staff. Such assistance could include demonstration teaching, sharing ideas on methods and instructional strategies, materials, suggested professional journals, observations of effective staff members, etc. In addition, professional development, additional coursework, and other building level meetings shall be focused on the common needs of evaluatees .

Summative Stage

The summative process is a complete review of all data collected during the formative cycle. A summative evaluation report shall be completed annually for all non-tenured teachers by April 15.

A conference shall be held with the evaluatee to discuss the summative report and to review the individual growth plan. The evaluator shall provide a copy of the summative report to the evaluatee, and both parties are to sign the form indicating that the report has been discussed. The evaluatee may make any written responses to the report. Any comments may include a statement of objection and a request that the summative evaluation be reviewed in whole or in part by the Appeals Committee.

TENURED TEACHERS (3 Year Evaluation Cycle)

Formative Stage

Tenured Teachers shall be observed formally at least one (1) time before the summative evaluation is completed. The observation shall be completed by April 15 if a summative evaluation report is due that year. Otherwise observations can be done any time from October through May.

All Procedures for observations, pre-observation worksheets, pre-observation conferences, post-observation conferences are the same as described in the non-tenured teacher section.

Summative Stage

Tenured teachers shall be evaluated formally a minimum of one (1) time every three (3) years by April 15 of the year the summative report is due. Multiple observations may be necessary when an observation is unsatisfactory.

All procedures for conferences, evaluatee responses, and appeals are the same as described in the non-tenured section.

ADMINISTRATORS

A summative evaluation shall be completed annually for all administrators, including the Superintendent, by the end of May. Formative data collection is done on a continuous basis through the year and/or with visits made to the school. A conference shall be held with each administrator to discuss the summative report and to review the individual growth plan and/or discuss the next plan to be implemented.

The Superintendent evaluation will be by the Board of Education and opportunities for professional growth will be provided pursuant to KRS 156.111 and 704 KAR 3:406.

All other procedures shall be followed as described for teachers.

Successful Evaluation:

A successful evaluation is defined to be one in which a certified person receives no more than (1) "does not meet" in the summative evaluation. An individual corrective action plan shall be developed when an evaluatee receives a "does not meet" rating(s) on the Summative Evaluation.

Teacher's Professional Growth Plan:

No later than May 15, each teacher shall submit a professional growth plan to his/her primary evaluator. It shall be based on previous evaluation(s) and aligned with the school improvement, professional development, or transformation plans. The professional growth plan will be reviewed annually.

Notification of Personnel:

All certified school personnel will be made aware no later than the end of the first month of reporting for employment for each school year.

Observations:

Formal observations of performance of a certified employee shall be conducted openly and with the full knowledge of that person. A formative conference will be held in within 3 working days of the observation.

Third Party Observation:

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. 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.

Trained evaluators:

All evaluators, with the exception of the Board of Education, shall be trained, tested and certified. Continued certification as an evaluator shall be contingent upon the completion of a minimum of twelve (12) hours of evaluation training every two (2) years.

Review:

All employees shall be afforded a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and the evaluatee shall sign and date the evaluation instrument. All summative evaluations shall be maintained in the personnel files located in the central office.

Appeals Panel:

Two (2) members of the panel and two (2) alternates shall be elected by and from the certified employees of the district. The board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel. All terms of panel members shall be for one year and

run from July 1 to June 30. Members may be reappointed or reelected. The chairman of the panel shall be the certified employee appointed by the board.

Appeal to Panel:

Any certified employee who believes that he/she was not fairly evaluated on the summative evaluation may submit an Evaluation Appeals Hearing Request Form to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee and may have representation of their choosing.

Burden of Proof:

The purpose of the panel's review is to determine whether the evaluation is based on facts. This means that if facts exist on which the evaluator could reasonably base his/her decision, then the Appeals Panel cannot find the conclusion in error merely because they would prefer a different result. The evaluatee would have the burden of proof and shall be required to submit proof to the panel that would compel the panel to find that the evaluation was not factually based.

Hearing Procedures:

Within five (5) working days of receipt of the request, a hearing will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses, and any other information pertinent to the appeal. The chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present documentation including witnesses pertinent to the summative evaluation. Witnesses will not be allowed to observe the hearing process other than during their testimony. Questions of both substance and procedure will be considered by the panel. The panel will have the right to question the evaluatee and the evaluator. They will then be asked to leave, and the panel will consider all the information that has been provided. A decision regarding their finding shall be presented to the superintendent within fifteen (15) working days of the filing of the appeal. In the case of appeals of evaluation conducted by the superintendent, the panel shall report to the Board of Education. The panel's recommendation submitted within three (3) working days of the decision may include one of the following actions:

1. uphold the original evaluation
2. remove the summative or any part of the summative from the personnel file.

Any evaluatee who feels that evaluation procedures have been violated may appeal the decision to the Kentucky Board of Education.

TEACHER EVALUATION TIMELINE

1. All employees given an orientation of the “Certified Employees Evaluation Plan” By the end of the first month of employment
2. Identification and notification of employees to be evaluated By the end of September
3. Primary evaluator completes formal observations and summative evaluation of non-tenured teachers By April 15th
4. Primary evaluator completes the formal observation and summative evaluation of identified tenured teachers By April 15th
5. Summatives sent to Superintendent’s office to be placed in official file By April 15th
6. All teachers “Individual Professional Growth Plan” will be reviewed with immediate supervisor and a new one developed for the next year. These plans shall be based on goals and objectives of the school improvement and professional development plans. By May 15th

ADMINISTRATOR EVALUATION TIMELINE

1. All administrators given an orientation of the “Certified Employee Evaluation Plan,” and their duties and responsibilities as primary Evaluator. By the end of first month of employment
2. Formal and/or informal observations October – May
3. Summative conferences completed By the end of May
4. All administrators “individual Professional Growth Plan” will be reviewed with immediate supervisor and a new one developed for the next year. These plans shall be based on goals and objectives of the school improvement and professional development plans By the end of May

All evaluation data shall be kept in a central personnel file as follows:

- (1) All building level staff formative and summative data shall be filed by the principal in the building. Only a copy of the summative report is kept in a central file in the Superintendent's office.
- (2) All other administrative staff data shall be filed in a central file in the Superintendent's office.

All personnel file data is confidential, but is open for examination at the request of the employee.

PRIMARY EVALUATOR DESIGNEES

<u>Evaluatee</u>	<u>Evaluator</u>
Teacher	Principal
Media Specialist	Principal
Speech Therapist	Principal
Guidance Counselor	Principal
Athletic Director	Principal
Assistant Principal	Principal
Principal	Superintendent
Central Office Administrator	Superintendent
Superintendent	Board of Education

*Other administrative personnel may be designated to assist with the evaluation process. For example, assistant principals, instructional supervisors, and the assistant superintendent may be assigned this responsibility.

Evaluation Standards and Performance Criteria for Teachers

Standard 1: Demonstrates Professional Leadership: *The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.*

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

Standard 2: Demonstrates Knowledge of Content: *The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.*

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

Standard 3: Designs/Plans Instruction: *The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

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

Standard 4: Creates/Maintains Learning Climate: *The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

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

Standard 5: Implements/Manages Instruction: *The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

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

Standard 6: Assesses and Communicates Learning Results: *The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, becomes self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

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

Standard 7: Reflects/Evaluates Teaching/Learning: *The teacher reflects on and evaluates teaching/learning.*

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

Standard 8: Collaborates with Colleagues/Parents/Others: *The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

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

Standard 9: Engages in Professional Development: *The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.*

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

Standard 10: Demonstrates Implementation of Technology: *The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.*

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

PRE-OBSERVATION FORM

School Year _____

(To be completed by the evaluator and evaluate before the classroom observation visit.)

_____ Evalueatee	_____ Evaluator	_____ Position
_____ School	_____ Date	_____ Time
_____ Content Area/Grade	_____ # Students with IEP	_____ # of Students

1. What are the goals, core content to be covered, and the essential question of this lesson?

2. How do you plan to engage students in the content? What will you do? What will the students do?

3. How do you plan to connect this content and make it real world applicable?

4. What difficulties do students typically experience in this area and how do you plan to address these difficulties?

5. How will you review prior learning and connect this lesson to present learning?

6. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tasks, tests, rubrics, or scoring guides).

7. Briefly describe the students in the class. Are there any special circumstances of which the observer should be aware?

Other comments or concerns.

<hr/> Evaluatee Signature	<hr/> Date	<hr/> Evaluator Signature	<hr/> Date
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Individual Professional Growth Plan

Name: _____ Date: _____

School Year: _____

Objective 1 –

Procedures and Activities –

Appraisal Method –

Expected impact and target dates –

Objective 2 –

Procedures and Activities –

Appraisal Method –

Expected impact and target dates –

Individual Professional Growth Plan (cont.)

Objective 3 –

Procedures and Activities –

Appraisal Method –

Expected impact and target dates –

Objective 4 –

Procedures and Activities –

Appraisal Method –

Expected impact and target dates –

Employee's Comments:

Supervisor's Comments:

Individual Growth Plan Developed:	Annual Review: ___Achieved ___Revised ___Continued
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Employee's Signature

Supervisor's Signature

Date_____

Date_____

FORMATIVE EVALUATION FORM

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

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School _____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth
	**NOTE: *More than one (1) rating may be checked			Activities
1: Demonstrates Professional Leadership	Meets	Growth Needed	Does Not Meet	Discussed
1.1. Builds positive relationships within and between school and community				
1.2. Promotes leadership potential in colleagues.				
1.3. Participates in professional organizations and activities.				
1.4. Writes and speaks effectively.				
1.5. Contributes to the professional knowledge and expertise about teaching and learning.				
1.6. Guides the development of curriculum and instructional materials.				
1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.				
1.8. Initiates and develops educational projects and programs.				
1.9. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.				
1.10 Demonstrates punctuality and good attendance for all duties.				
1.11 Adheres to school board policies and administrative procedures.				
1.12 Adheres to the state professional Code of Ethics				
Standard 1 Overall Rating for Summative Evaluation Form				
2: Demonstrates Knowledge of Content	Meets	Growth Needed	Does Not Meet	Discussed
2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught.				
2.2. Communicates a current knowledge of discipline(s) taught.				
2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.				
2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.				
2.5. Connects content knowledge to real-world applications.				
2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.				
2.7. Analyzes sources of factual information for accuracy.				
2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.				
2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.				
Standard 2 Overall Rating for Summative Evaluation Form				
3: Designs/Plans Instruction	Meets	Growth Needed	Does Not Meet	Discussed

3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.				
3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.				
3.3. Integrates skills, thinking processes, and content across disciplines.				
3.4. Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.				
3.5. Creates and uses learning experiences that are developmentally appropriate for learners.				
3.6. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.				
3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur.				
3.8. Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.				
3.9. Develops and implements appropriate assessment processes.				
3.10. Secures and uses a variety of appropriate school and community resources to support learning.				
3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.				
3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.				
Standard 3 Overall Rating for Summative Evaluation Form				
4: Creates/Maintains Learning Climate	Meets	Growth Needed	Does Not Meet	<i>Discussed</i>
4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.				
4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.				
4.3. Shows consistent sensitivity to individuals and responds to students objectively.				
4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.				
4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.				
4.6. Encourages and supports individual and group inquiry.				
4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.				
4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.				
4.9. Works with colleagues to develop an effective learning climate within the school.				
Standard 4 Overall Rating for Summative Evaluation Form				
5: Implements/Manages Instruction	Meets	Growth Needed	Does Not Meet	<i>Discussed</i>
5.1. Communicates specific goals and high expectations for learning.				
5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.				
5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.				
5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.				
5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences.				
5.6. Simulates students to reflect on their own ideas and those of others.				
5.7. Uses appropriate questioning strategies to help students solve problems and think critically.				
5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.				
5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.				
5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.				

5.11. Makes effective use of media and technologies.				
5.12. Makes efficient use of physical and human resources and time.				
5.13. Provides opportunities for students to use and practice what is learned.				
5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.				
Standard 5 Overall Rating for Summative Evaluation Form				
6: Assesses and Communicates Learning Results	Meets	Growth Needed	Does Not Meet	Discussed
6.1. Selects and uses appropriate assessments.				
6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.				
6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.				
6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.				
6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.				
6.6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.				
Standard 6 Overall Rating for Summative Evaluation Form				
7: Reflects/Evaluates Teaching/Learning	Meets	Growth Needed	Does Not Meet	Discussed
7.1. Assesses and analyzes the effectiveness of instruction.				
7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.				
7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.				
Standard 7 Overall Rating for Summative Evaluation Form				
8: Collaborates with Colleagues/Parents/Others	Meets	Growth Needed	Does Not Meet	Discussed
8.1. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.				
8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.				
8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.				
8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.				
8.5. Secures and makes use of school and community resources that present differing viewpoints.				
8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.				
8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.				
8.8. Analyzes previous collaborative experiences to improve future experiences.				
8.9. Assesses students' special needs and collaborate with school services and community agencies to meet those needs.				
Standard 8 Overall Rating for Summative Evaluation Form				
9: Engages in Professional Development	Meets	Growth Needed	Does Not Meet	Discussed
9.1. Establishes priorities for professional growth.				
9.2. Analyzes student performance to help identify professional development needs.				
9.3. Solicits input from others in the creation of individual professional development plans.				
9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.				
9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.				
Standard 9 Overall Rating for Summative Evaluation Form				
10. Demonstrates Implementation of Technology	Meets	Growth Needed	Does Not Meet	Discussed
10.1. Operates a multimedia computer and peripherals to install and use a variety of software.				

10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.			
10.3. 10.3. Demonstrates knowledge of the use of technology in business, industry, and society.			
10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.			
10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.			
10.6. Uses the computer to do word processing, create databases and spreadsheets access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.			
10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.			
10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.			
10.9. Designs lessons that use technology to address diverse student needs and learning styles			
10.10. Practices equitable and legal use of computers and technology in professional activities.			
10.11. Facilitates the lifelong learning of self and others through the use of technology.			
10.12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.			
10.13. Applies research-based instructional practices that use computers and other technology.			
10.14. Uses computers and other technology for individual, small group, and large group learning activities.			
10.15. Uses technology to support multiple assessments of student learning.			
10.16. Instructs and supervises students in the ethical and legal use of technology.			
Standard 10 Overall Rating for Summative Evaluation Form			

The following is a list of teacher activities that parallel our Professional Development at Carlisle County. Evaluators will be looking for these in the **formative stage** of evaluation.

Beginning of class

- ___ Greets students at the door.
- ___ Gains attention of entire class.
- ___ Engages students within 90 seconds.
- ___ Provides bell ringer activity.
- ___ Reviews (makes connections to prior and present learning.)
- ___ Introduces lesson.
- ___ Provides essential question.
- ___ States why students are learning the content.
- ___ Provides anticipatory set.

The teacher as a person

- ___ Good communicator.
- ___ Positive, honest, encouraging, cares about the student as a person.
- ___ Focused on continuous improvement.

Classroom management

- ___ Classroom rules posted.
- ___ Consistency in grading and discipline.
- ___ Timely feedback on student progress.
- ___ Visual/verbal daily agenda.
- ___ Social Contract.
- ___ Formal opening and closing.

Organizing for instruction

- ___ Entrance/Exit tasks.
- ___ No “free days”.
- ___ Breaks class into 15/20 minute activities.
- ___ Monitor student progress/failures and revise plans as needed.
- ___ Address core content concepts with varied, high-level thinking activities.

Implementing instruction

- ___ Uses a variety of methods.
- ___ Uses hands on activities.
- ___ States expectations prior to assignment.
- ___ Provides scoring guides when applicable (Open response, etc.)
- ___ Discussions with entire class and subgroups.
- ___ Rewards for classroom success.
- ___ Utilization of intervention pyramid.

_____ Tenured
_____ Non-Tenured

SUMMATIVE EVALUATION FOR TEACHERS

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

Evaluatee _____ Grade/Content Area _____

Evaluator _____ Position _____

School _____

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

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

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

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

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

Evaluatee's Comments _____

Evaluator's Comments _____

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

Evaluatee: _____ Agree with this summative evaluation
_____ Disagree with this summative evaluation

_____ Signature _____ Date

Evaluator: _____

_____ Signature _____ Date

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

Employment Recommendation to Central Office:

_____ Meets teacher standards for re-employment

_____ Does not meet teacher standards for re-employment

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

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

Evaluation Standards and Performance Criteria for Administrators

Standard 1: Vision

The education administrator facilitates processes and engages in activities ensuring that:

- 1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community
- 1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities
- 1.3 The core beliefs of the school vision are modeled for all stakeholders
- 1.4 The vision is developed with and among stakeholders
- 1.5 The contributions of school community members to the realization of the vision are recognized and celebrated
- 1.6 Progress toward the vision and mission is communicated to all stake holders
- 1.7 The school community is involved in school improvement efforts
- 1.8 The vision shapes the educational programs, plans, and actions
- 1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- 1.10 Assessment data related to student learning is used in developing the school vision and goals
- 1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- 1.12 Barriers to achieving the vision is identified, clarified, and addressed
- 1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals
- 1.14 Existing resources are used in support of the school vision and goals
- 1.15 The vision and implementation plans are regularly monitored, evaluated, and revised.

Standard 2: School Culture and Learning

The education administrator facilitates processes and engages in activities ensuring that:

- 2.1 All individuals are treated with fairness, dignity, and respect
- 2.2 Professional development promotes a focus on student learning consistent with the school vision and goals
- 2.3 Students and staff feel valued and important
- 2.4 The responsibilities and contributions of each individual are acknowledged
- 2.5 Barriers to student learning are identified, clarified, and addressed
- 2.6 Diversity is considered in developing learning experiences
- 2.7 Life long learning is encouraged and modeled
- 2.8 There is a culture of high expectations for self, student, and staff performance
- 2.9 Technologies are used in teaching and learning
- 2.10 Student and staff accomplishments are recognized and celebrated
- 2.11 Multiple opportunities to learn are available to all students
- 2.12 The school is organized and aligned for success
- 2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- 2.14 Curricular decisions are based on research, expertise of teachers, and the recommendations of learned societies
- 2.15 The school culture and climate are assessed on a regular basis
- 2.16 A variety of sources in information is used to make decisions
- 2.17 Student learning is assessed using a variety of techniques
- 2.18 Multiple sources of information regarding performance are used by staff and students.
- 2.19 A variety of supervisory and evaluation models is employed
- 2.20 Pupil personnel programs are developed to meet the needs of students and their families

Standard 3: Management

The education administrator facilitates processes and engages in activities ensuring that:

- 3.1 Knowledge of learning, teaching, and student development is used to inform management decisions
- 3.2 Operational procedures are designed and managed to maximize opportunities for successful learning
- 3.3 Emerging trends are recognized, studied, and applied as appropriate
- 3.4 Operational plans procedures to achieve the vision and goals of the school are in place
- 3.5 Collective bargaining and other contractual agreements related to the school are effectively managed
- 3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively
- 3.7 Time is managed to maximize attainment of organizational goals
- 3.8 Potential problems and opportunities are identified
- 3.9 Problems are confronted and resolved in a timely manner

- 3.10 Financial, human, and material resources are aligned to the goals of school
- 3.11 The school acts entrepreneurially to support continuous improvement
- 3.12 Organizational systems are regularly monitored and modified as needed
- 3.13 Stakeholders are involved in decisions affecting schools
- 3.14 Responsibility is shared to maximize ownership and accountability
- 3.15 Effective problem-framing and problem-solving skills are used
- 3.16 Effective conflict resolution skills are used
- 3.17 Effective group-process and consensus-building skills are used
- 3.18 Effective communication skills are used
- 3.19 There is effective use of technology to manage school operations
- 3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively
- 3.21 Safe, clean, and aesthetically pleasing school environment is created and maintained
- 3.22 Human resources function support the attainment of school goals
- 3.23 Confidentiality and privacy of school records are maintained

Standard 4: Collaboration

The education administrator facilitates processes and engages in activities ensuring that:

- 4.1 High visibility, active involvement, and communication with the larger community is a priority
- 4.2 Relationships with community leaders are identified and nurtured
- 4.3 Information about family and community concerns, expectations, and needs is used regularly
- 4.4 There is outreach to different business, religions, political, and service agencies and organizations
- 4.5 Credence is given to individuals and groups whose values and opinions may conflict
- 4.6 The school and community serve one another as resources
- 4.7 Available community resources are secured to help the school solve problems and achieve goals
- 4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- 4.9 Community youth family services are integrated with school programs
- 4.10 Community stakeholders are treated equitably
- 4.11 Diversity is recognized and valued
- 4.12 Effective media relations are developed and maintained
- 4.13 Comprehensive program of community relations is established
- 4.14 Public resources and funds are used appropriately and wisely
- 4.15 Community collaboration is modeled for staff
- 4.16 Opportunities for staff to develop collaborative skills are provided

Standard 5: Integrity, Fairness, Ethics

The education administrator facilitates processes and engages in activities ensuring that:

- 5.1 Examines personal and professional values
- 5.2 Demonstrates a personal and professional code of ethics
- 5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- 5.4 Serves as a role model
- 5.5 Accepts responsibility for school operations
- 5.6 Considers the impact of one's administrative practices on others
- 5.7 Uses the influence of the office to enhance the educational program rather than for personal gain
- 5.8 Treats people fairly, equitably, and with dignity and respect
- 5.9 Protects the rights and confidentiality of students and staff
- 5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community
- 5.11 Recognized and respects the legitimate authority of others
- 5.12 Examines and considers the prevailing values of the diverse school community
- 5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior
- 5.14 Opens the school to public scrutiny
- 5.15 Fulfills legal and contractual obligations
- 5.16 Applies laws and procedures fairly, wisely, and considerately

Standard 6: Political, Economic, Legal

The education administrator facilitates processes and engages in activities ensuring that

- 6.1 The environment in which schools operate is influenced on behalf of students and their families
- 6.2 Communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- 6.3 There is ongoing dialogue with representatives of diverse community groups
- 6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- 6.5 Public policy is shaped to provide quality education for students
- 6.6 Lines of communication are developed with decision makers outside the school community

Data Collection Summary for Administrators
(See File "Standards – Administrators")

SUMMATIVE CONFERENCING FORM- Administrators

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

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

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School _____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth
	**NOTE: *More than one (1) rating may be checked			Activities
1: Demonstrates Professional Leadership	Meets	Growth Needed	Does Not Meet	Discussed
1.1. Builds positive relationships within and between school and community				
1.2. Promotes leadership potential in colleagues.				
1.3. Participates in professional organizations and activities.				
1.4. Writes and speaks effectively.				
1.5. Contributes to the professional knowledge and expertise about teaching and learning.				
1.6. Guides the development of curriculum and instructional materials.				
1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.				
1.8. Initiates and develops educational projects and programs.				
1.9. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.				
1.10 Demonstrates punctuality and good attendance for all duties.				
1.11 Adheres to school board policies and administrative procedures.				
1.12 Adheres to the state professional Code of Ethics				
Standard 1 Overall Rating for Summative Evaluation Form				
2: Demonstrates Knowledge of Content	Meets	Growth Needed	Does Not Meet	Discussed
2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught.				
2.2. Communicates a current knowledge of discipline(s) taught.				
2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.				
2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.				
2.5. Connects content knowledge to real-world applications.				
2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.				
2.7. Analyzes sources of factual information for accuracy.				
2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.				
2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.				
Standard 2 Overall Rating for Summative Evaluation Form				
3: Designs/Plans Instruction	Meets	Growth Needed	Does Not Meet	Discussed

3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.				
3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.				
3.3. Integrates skills, thinking processes, and content across disciplines.				
3.4. Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.				
3.5. Creates and uses learning experiences that are developmentally appropriate for learners.				
3.6. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.				
3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur.				
3.8. Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.				
3.9. Develops and implements appropriate assessment processes.				
3.10. Secures and uses a variety of appropriate school and community resources to support learning.				
3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.				
3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.				
Standard 3 Overall Rating for Summative Evaluation Form				
4: Creates/Maintains Learning Climate	Meets	Growth Needed	Does Not Meet	<i>Discussed</i>
4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.				
4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.				
4.3. Shows consistent sensitivity to individuals and responds to students objectively.				
4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.				
4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.				
4.6. Encourages and supports individual and group inquiry.				
4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.				
4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.				
4.9. Works with colleagues to develop an effective learning climate within the school.				
Standard 4 Overall Rating for Summative Evaluation Form				
5: Implements/Manages Instruction	Meets	Growth Needed	Does Not Meet	<i>Discussed</i>
5.1. Communicates specific goals and high expectations for learning.				
5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.				
5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.				
5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.				
5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences.				
5.6. Simulates students to reflect on their own ideas and those of others.				
5.7. Uses appropriate questioning strategies to help students solve problems and think critically.				
5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.				
5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.				
5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.				

5.11. Makes effective use of media and technologies.				
5.12. Makes efficient use of physical and human resources and time.				
5.13. Provides opportunities for students to use and practice what is learned.				
5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.				
Standard 5 Overall Rating for Summative Evaluation Form				
6: Assesses and Communicates Learning Results	Meets	Growth Needed	Does Not Meet	Discussed
6.1. Selects and uses appropriate assessments.				
6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.				
6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.				
6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.				
6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.				
6.6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.				
Standard 6 Overall Rating for Summative Evaluation Form				

SUMMATIVE EVALUATION FOR ADMINISTRATORS

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

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

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

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

<u>Administrator Standards</u>	<u>Ratings</u>	<u>Meets</u>	<u>*Does Not Meet</u>
1. Demonstrates Professional Leadership		_____	_____
2. Demonstrates Knowledge of Content		_____	_____
3. Designs/Plans Instruction		_____	_____
4. Creates/Maintains Learning Climate		_____	_____
5. Implements/Manages Instruction		_____	_____
6. Assesses and Communicates Learning Results		_____	_____

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

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

Evaluatee's Comments _____

Evaluator's Comments _____

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

Evaluatee: _____ Agree with this summative evaluation _____
Signature Date

Evaluator: _____
Signature Date

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

Employment Recommendation to Central Office:

_____ Meets administrator standards for re-employment

_____ Does not meet administrator standards for re-employment

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

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

_____ School Year

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

INDIVIDUAL CORRECTIVE ACTION PLAN
for

Date _____ **Work Site** _____

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

Evaluatee's Comments:

Evaluator's Comments:

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

*Professional Growth Plan Stages:

O=Orientation/Awareness A=Preparation/Application I=Implementation/Management
R=Refinement/Impact

EVALUATION APPEALS HEARING REQUEST FORM

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

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

My appeal challenges the summative findings on :

_____ substance

_____ procedure

_____ both substance and procedure

The date of the summative conference was _____

The date the evaluator was notified of intent to appeal was _____

Signature _____ Date _____

(This form shall be presented in person or by mail to any member of the District Evaluation Appeals Panel. The time (or exact number of working days after the completion of the summative conference) is stipulated I the local district evaluation plan.

ASSURANCES

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

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

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

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

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

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on July 21, 2005.

Danny Brown
Signature of District Superintendent

May 10, 2007
Date

Kevin O'Neill
Signature of Chairperson, Board of Education

May 10, 2007
Date