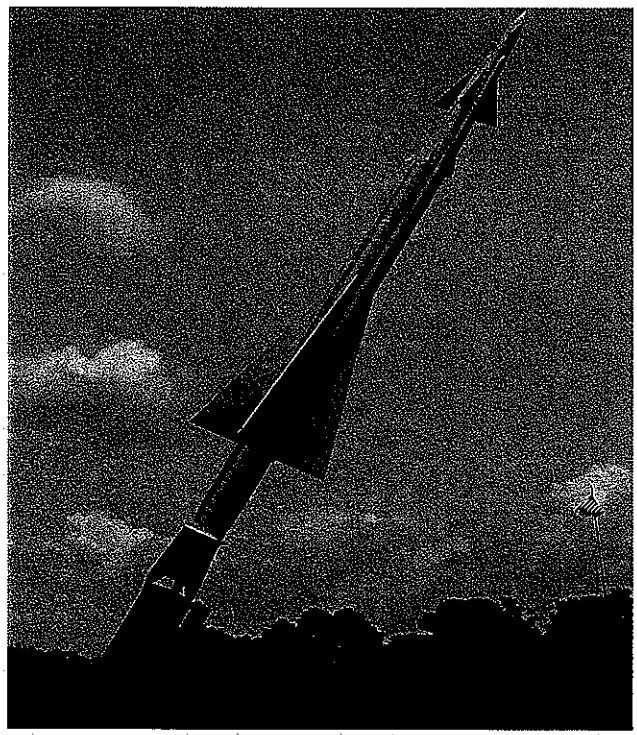
received
5-29-08

Evaluation Plan
For
Certified Personnel
ADMINISTRATORS

Crittenden County Schools



EVALUATION PROCESS/TIMELINE FOR CRITTENDEN COUNTY SCHOOLS

Within one month of reporting for employment	⇓Principal provides an orientation for all certified personnel explaining the evaluation process, procedures, forms, criteria and appeals. Sign-in sheet for certified evaluation plan orientation shall be submitted to the superintendent.
Within one month of reporting for employment	⇓Evaluator notifies employees to be evaluated.
Before December 1	⇓Evaluator completes first Formative Observation for non-tenured teachers. Jointly, evaluator and evaluatee develop Professional Growth Plans.
Before March 15	⇓Evaluator completes second Formative Observation for non-tenured teachers and reviews Professional Growth Plan (PGP). ⇓Evaluator completes Formative Observation and develops PGP for tenured teachers/staff.
Before March 30	⇓Evaluator completes all Formative Observations, Professional Growth Plans, and Summative Evaluations for non-tenured or tenured. Copies of all summative evaluations are sent to Superintendent's office.
Before March 30	⇓Evaluator completes all observations and evaluations for administrators and program directors.

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REFERENCES
- Code Of Ethics
- New Teacher Standards
- Evaluation Standards For Performance Criteria For Teachers
- ISLLC Evaluation Standard And Performance Criteria For Education

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

Crittenden County Public Schools — **270-965-3525**
Name of District — *Telephone*

601 West Elm Street — **Marion, Kentucky** — **42064**
Street Address — *City/State* — *Zip Code*

Mr. John W. Belt — **Superintendent**

Mr. Vince Clark — **Supervisor of Instruction**
Evaluation Contact Person — *Position*

Evaluation Plan Committee Members

ADMINISTRATORS		TEACHERS
VINCE CLARK		KAY KIRBY
TONYA DRIVER		RENE STOWE
MELISSA TABOR		CAROL WEST
DIANA DODSON		BRANDI DUNCAN
KAREN NASSERI		MICHAEL GIBSON
RAMONA FORD		BLAIR WINDERS

ASSURANCES

The local district hereby assures the Commissioner of Education that:

A committee appointed by the superintendent or designee and composed of an equal number of teachers and administrators developed this evaluation plan.

All certified personnel are annually oriented to the evaluation process and criteria for evaluation prior to the implementation of the plan. The evaluation of each staff member is conducted or supervised by the immediate supervisor of the employee.

All evaluators are trained in appropriate evaluation techniques and the use of local instruments and procedures certified by Kentucky Department of Education.

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

All certified employees' observations of performance are conducted openly and with the full knowledge of the teacher/administrator and include both formative (collection of any data) and summative procedures with the evaluator regarding the performance. Each evaluatee is given a copy of their summative and formative evaluation. The summative evaluation is filed in the personnel records.

All certified employees develop an Individual Professional Growth Plan (PGP) that is aligned with the school's consolidated plan goals and evaluation improvement needs and comply with all requirements of 704 KAR 3:345. All Professional Growth Plans will be reviewed annually.

The Local District Evaluation Appeals Panel provides each person evaluated the opportunity for a review of the summative evaluation. The Appeals Panel is composed of two (2) elected and one (1) appointed person from the certified staff. Provision is made for the right to review all documentation presented to the Appeals Panel.

The evaluation plan does not discriminate on the basis of race, national origin, religion martial status, sex, or disability.

The evaluation plan is reviewed annually and any substantive revisions are submitted to the Kentucky Department of Education.

The local Board of Education approved this evaluation plan as recorded in the minutes of the meeting held on May 20, 2008 Motion number 3442.

John W. Belt 6-9-08

Signature of Superintendent Date

Christopher E. Cook 6-9-08

Signature of Chairperson, Board of Education Date

CRITTENDEN COUNTY EVALUATION OVERVIEW

A. PRIMARY EVALUATORS

The principal or assistant principal is the primary evaluator of certified teachers; however, additional trained administrative personnel, i.e., assistant principal, central office staff, other principals, or other trained staff may assist in the evaluation. Classroom visitation will occur on a regular basis by the administrator or his designee to become better acquainted with the teachers, to observe good practices, which may be shared with other teachers, and to develop a plan for improvement of weaknesses. Properly used, it promotes the exchange of ideas and allows for suggestions to enhance strengths and to overcome weaknesses. The supervisory personnel should be considered resource persons who may be called upon for assistance or to share ideas, which have proven to be successful.

The base school principal is responsible for completing the Summative Evaluation with input from supporting principals for special category teachers or itinerant teachers who divide their time between two or more buildings.

The immediate supervisor evaluates all administrators and program directors annually unless otherwise designated:

- **Superintendent:** The Board of Education evaluates the superintendent on an annual basis. The evaluation process developed for the superintendent by the local board of education includes provisions for assistance for Professional Growth of the superintendent, pursuant to KRS 156.111;
- **Principals, Assistant Principal, Central Office Administrators**: The superintendent is responsible for the evaluations of principals, assistant principal, and central office administrators. He/she may request assistance from other trained professional staff, i.e. assistant superintendent, supervisor of instruction, director of special education, director of pupil personnel. The evaluations are completed on an annual basis;
- **Central Office Resource:** The superintendent or his/her designee is responsible for the evaluation of central office resources that include, but are not limited to, directors, specialists and coordinators. The superintendent may, however, request assistance from other trained professional staff, as the role of the evaluator relates to the evaluation, i.e. assistant superintendent, supervisor of instruction, director of special education, director of pupil personnel. The evaluation is completed on an annual basis; and
- **Guidance Counselors:** The principal or his/her designees evaluates guidance counselors on an annual basis.

The selection of a third party observer, if possible, is determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the primary evaluator, by no later than March 1 of the academic year, in which the Summative

Evaluation occurred. If the evaluator and evaluatee have not agreed upon the selection of the third parity observer within five (5) working days from the teacher's written request, the evaluator will select the third party.

B. COMPONENTS OF FORMATIVE AND SUMMATIVE EVALUATION

The monitoring or observations of certified personnel performance are conducted openly and with the full knowledge of the teacher or administrator.

The observations include documentation of informal and formal information to be used in determining the performance of the evaluatee. The three main components of the formative evaluation process will include the Evaluation Checklist, Professional Evidence Notebook and the Formative Evaluation Document.

An evaluation includes a formative conference between the evaluator and the person evaluated 5 school days following each observation. In addition, the summative conference is held at the end of the evaluation cycle and includes all evaluation data.

Formative Observations occur a minimum of once a year for all certified personnel. Summative Evaluations occur a minimum of once a year for non-tenured teachers/staff and every three (3) years for each tenured teacher/staff. Documentation verifying dates/times of all certified evaluatees' observations/evaluations, summatives, post conferences, PGP conferences shall be submitted to the superintendent no later than March 30 of each fiscal year.

Formative Observations and Summative Evaluations occur annually for all administrators/ program directors.

The evaluation process includes a Professional Growth Plan for all certified personnel below the level of the superintendent aligned with specific goals of the district/school consolidated plan or unsatisfactory performance on the Formative/Summative Instrument.

Multiple observations are conducted with certified employees whose observation results are unsatisfactory. The teacher may request the option of participating in the Teacher Mentoring Program.

The evaluations of certified personnel below the level of the district superintendent must be in writing on approved evaluation forms and become part of the official personnel record.

An evaluatee's overall rating on any standard checked *Does Not Meet*, allows certified teacher assistance with a certified teacher mentor. The evaluatee may choose to participate in the certified teacher mentor program. If this is the desire of the evaluatee, then the evaluator and evaluatee reach an agreement of one or two certified teacher mentors, topic of assistance, and a timeline to complete the mentor process. The evaluator approves the mentors assigned to the certified teacher. Dates/times and activities are documented on a Mentoring Log.

The evaluation plan provides an opportunity for the evaluatee to respond in writing to the evaluation and the written response becomes a part of the official record.

A copy of the evaluation is provided to the evaluatee and a copy is kept on file in the superintendent's office.

C. PROFESSIONAL EVIDENCE NOTEBOOK (PEN)

All certified instructional staff, including administrators, will develop a professional evidence notebook that will be reviewed as part of the evaluation process. The professional evidence notebook will be used only as a component of the evaluation and should focus on instruction and assessment analysis. Examples of evidence to be placed in the PEN are curriculum maps/calendars, lesson plans, technology usage, school to home contacts, professional growth plans, analysis of the Kentucky Performance Report, MAP data and classroom assessments as determined by each building administrator.

D. TRAINING

Evaluator Training Criteria: 704 KAR 3:345 The primary evaluator, with the exception of a district board of education member, is trained, tested and approved as an evaluator by the Kentucky Department of Education. Initial approval as an evaluator is issued by KDE upon successful completion of the required Evaluators Training Program. Continued approval as an evaluator is contingent upon completion of a minimum of twelve (12) hours of evaluations training every two (2) years. This training can be in any one, or a combination of the following skill areas:

1. Use of local evaluation process
2. Identification of effective teaching and management practices
3. Effective observation and conferencing techniques
4. Summative evaluation techniques, or
5. Completion of training or update training in the KTIP (teacher internship) or KPIP (principal internship) in 704 KAR 20:690 not to exceed six (6) hours per two (2) year cycle.

E. ORIENTATION

All new employees to Crittenden County Schools receive a one-day orientation program prior to the opening of the school year. During this district program, the evaluation process is explained and sample forms are given to the new staff members. The building level principals provide teachers hired after the beginning of the school year an orientation of the evaluation process. This occurs before the first formative observation.

Within one month of reporting for employment, the Evaluation Plan used to evaluate certified school personnel is explained to and discussed with certified personnel. The orientation covers the evaluation process, procedures, forms, criteria and appeals. It is suggested that this orientation be videotaped to use with employees employed late for clarification of the evaluation process. This video will be viewed by the new certified teacher followed by discussion with the supervisor/evaluator upon completion of financial paperwork in the Central Office, and will sign a certification of orientation to the evaluation process.

F. EVALUATION SCHEDULES

The Crittenden County Evaluation Process follows the schedules outlined below:

Non tenured certified personnel in Crittenden County are observed a minimum of two (2) times each school year and evaluated one (1) time using the Summative Evaluation form. All certified employees annually file a Professional Growth Plan with their primary evaluator. Multiple observations may be required if observations are unsuccessful.

Tenured certified personnel in Crittenden County are observed a minimum of one (1) time each school year using the Formative Evaluation Form and evaluated once every three (3) years using the Summative Evaluation Form. All certified employees annually file a Professional Growth Plan. Additional formative evaluations may be required if observations are unsuccessful.

All administrators in Crittenden County are evaluated annually. All administrators annually file a Professional Growth Plan.

The Superintendent in Crittenden is evaluated annually by the board of education.

G. CORRECTIVE ACTION PLAN

Crittenden County will provide quality instruction for all students. An Individual Corrective Action Plan is required if on the Summative Evaluation the certified evaluatee receives any rating in the "*Does Not Meet*" column. The district will provide an assistance team consisting of the evaluatee, the primary teacher, a central office representative, the employee's representative (if so chosen), and other resource personnel as needed. The team will meet, discuss areas of improvement and develop a plan for improvement for the employee.

The Assistance Team will meet on a regular basis as determined by the Assistance Team to assist the evaluatee in the area(s) of concern. They will provide professional development opportunities, observe in the classroom, and monitor progress of the employee. The professional growth plan is a required part of this process.

At the conclusion of the summative evaluation process, the assistance team will make a determination if the plan needs to be continued for one additional year.

STEP BY STEP EVALUATION PROCESS

Step 1.
The principal facilitates an orientation meeting for all certified personnel (See Orientation)
The principal prepares a master list of total staff plus the part-time and itinerant teachers to be evaluated.

Step 2
Formative Observation
The classroom observation is designed to strengthen the instructional program. Prior to the observation, a pre-observation conference is scheduled. The planning conference includes discussions between the teachers as to the ground rules for making the observations. A pre-observation worksheet is used for gathering information. (Appendix A)

Formative Observation begins shortly after school starts and is appropriately scheduled through the year. The Formative Observation Instrument (Appendix B) is to be completed during or immediately after an observation of teaching. The observation lasts a minimum of 30 minutes or a lesson.

This instrument contains areas of instruction that are observable and measurable in the teaching process, as well as professional responsibilities based on the Experienced Teacher Standards. The teacher will sign the Formative Observation Instrument, indicating he/she has met with the principal and has received a copy of the evaluation.

The rating that an individual may receive on each indicator that supports a standard is as follows: *Satisfactory; Improvement Needed; Not Observed; Not Applicable*
The rating that an individual may receive on each standard is as follows:
Meets(Standard) or *Does Not Meet (Standard)*

An evaluatee's overall rating on any standard checked *Does Not Meet,* allows certified teacher assistance with a certified teacher mentor. The evaluatee may choose to participate in the teacher mentor program. If this is the desire of the evaluatee, then the evaluator and evaluatee reach an agreement of one or two teacher mentors, topic of assistance, and a timeline to complete the mentor process. The evaluator approves the mentors assigned to the teacher. Dates /times and activities are documented on a Mentoring Log. (Appendix J)

Step 3
A post conference is scheduled prior to discuss the observation and to develop a Professional Growth Plan (Appendix D). The component of the evaluation that perhaps is the most important is the Professional Growth Plan. The plan indicates need for growth based on district/school consolidated plans or evaluation performance. The evaluatee develops the PGP with the assistance of the evaluator. It is required that any standard rating of *Does Not Meet* be addressed in the growth plan.

The component of the Crittenden County Evaluation Plan that is most critical is the conference. It is desirable that a conference be held five (5) school days from the Formative Observation.

Step 4
Summative Evaluation (Appendix C)

The Crittenden County Evaluation Plan takes into account teacher characteristics and behaviors, which may not be easily observed during the presentation of a lesson. These characteristics are observed and measured throughout the entire year, in and outside the classroom

Important points to remember about the Summative Evaluation

- It is a continuous process that begins the first month of school and continues throughout the evaluation cycle.
- It should be clearly explained that the Summative Evaluation and the Formative Observation are two formal instruments for evaluation. However, other data is collected as an important part of the evaluation process.

An overall rating of " *Does Not Meet*" standard on the Summative Evaluation is addressed in the Professional Growth Plan and requires a Corrective Action Plan.(Appendix T)

A Summative Conference is required at the end of the evaluation cycle. Evaluatee receives copies of all evaluations within five (5) school days of the evaluation.

If an evaluatee does not agree with any or part of the Formative Observation or Summative Evaluation, evaluatee may submit a written statement expressing disagreement attached to the evaluation

FORMS

Crittenden County Schools

FORMS

CERTIFIED FORMS FOR TEACHERS

Pre-Observation Form (Appendix A)
Formative Observation Instrument / Checklist (Appendix B)
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Food Service Director (Appendix Q)
Federal Programs Director (Appendix R)
Director of Special Education (Appendix S)

CERTIFIED FORMS FOR ASSISTANCE

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Evaluation Appeal Form (Appendix X)
Appeals /Hearings Procedure (Appendix Y)
Hearings (Appendix Z)
Confidentiality of Records (Appendix AA)

REFERENCES

Code Of Ethics
New Teacher Standards
Evaluation Standards For Performance Criteria For Teachers
ISLLC Evaluation Standard And Performance Criteria For Education Administrators

CRITTENDEN COUNTY SCHOOL DISTRICT
PRE-OBSERVATION FORM

To be completed by the evaluatee and evaluator before the classroom observation

_____	_____	_____
Evaluatee	Evaluator	Position
_____	_____	_____
School	Date	Time/Period
_____	_____	_____
Content Area/Grade	No.Students w/IEP's	No. of Students in class

Core Content Targeted: _____

Major Lesson Content or Unit of Study _____

1. What are the lesson objectives for today?

2. Describe the teaching/ learning activities that will take place.

3. How are you going to check student understanding and mastery of the content? (Assessment)

4. What particular teaching behaviors do you especially want monitored?

5. Are there any special circumstances or needs in the classroom?

6. Professional Growth Area(s):

_____ Evaluatee's Signature/Date

_____ Evaluator's Signature/Date

Tenured_____
Non Tenured_____

CRITTENDEN COUNTY SCHOOL DISTRICT
FORMATIVE INSTRUMENT FOR TEACHERS

Evaluatee_____ Grade/Content Area_____

Evaluator_____ Position_____

Date_____Number of Students_____Beginning Time_____Ending Time_____

Indicators in bold type will be discussed during the post conference.
Indicators in regular type will be addressed in the professional evidence notebook.
Indicators on the attached checklist will be observed during the formal observation and discussed during the post conference.

S-Satisfactory	IN-Improvement Needed	NO-Not Observed	NA-Not Applicable

*Standard I: Demonstrates Professional Leadership

		S	IN	NO	NA
1.1	**Builds positive relationships within and between school community**	☐	☐	☐	☐
1.3	**Participates in professional organizations and activities.**	☐	☐	☐	☐
1.5	**Contributes to the professional knowledge and expertise about teaching and learning.**	☐	☐	☐	☐
1.6	**Guides the development of curriculum and instructional materials.**	☐	☐	☐	☐
1.9	**Practices effective listening, conflict resolution, and group-facilitation skills as a team member.**	☐	☐	☐	☐
1.10	**Adheres to school board policies and administrative procedures i.e., punctuality, good attendance,etc.**	☐	☐	☐	☐
1.12	**Adheres to the state professional Code of Ethics.**	☐	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

Standard II. Demonstrates Knowledge of Content

		S	IN	NO	NA
2.9	**Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.**	☐	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

Standard III: Demonstrates / Plans Instruction

		S	IN	NO	NA
3.3	Develops instruction that integrates concepts, skills, and thinking processes across core disciplines.	☐	☐	☐	☐

3.8	Includes creative and appropriate use of technologies 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.	☐	☐	☐	☐

COMMENTS:	OVERALL RATING
	☐ Meets Standard ☐ Does Not Meet Standard

Standard IV: Creates/Maintains Learning Climate		**S**	**IN**	**NO**	**NA**
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.**	☐	☐	☐	☐

COMMENTS:	OVERALL RATING
	☐ Meets Standard ☐ Does Not Meet Standard

Standard V: Implements/Manages Instruction		**S**	**IN**	**NO**	**NA**
5.10	**Presents different viewpoints when integrating knowledge and experiences across disciplines.**	☐	☐	☐	☐

COMMENTS:	OVERALL RATING
	☐ Meets Standard ☐ Does Not Meet Standard

Standards VI: Assesses & Communicates Learning Results		**S**	**IN**	**NO**	**NA**
6.1	Selects and uses appropriate assessments.	☐	☐	☐	☐
6.3	Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.	☐	☐	☐	☐
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 strengths and weaknesses to parents and students.	☐	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

*Standard VII. Reflects/Evaluates Teaching/Learning	S	IN	NO	NA
7.1 Assesses and analyzes the effectiveness of instruction.	☐	☐	☐	☐
7.2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.	☐	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

*Standard VIII: Collaborates with Colleagues/Parents/Others	S	IN	NO	NA
8.1 Initiates collaborations with others to enhance student learning.	☐	☐	☐	☐
8.2 Discusses with parents and students the purpose and scope of the collaborative effort.	☐	☐	☐	☐
8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals.	☐	☐	☐	☐
8.6 Recognizes and responds to appropriately in abilities, contributions, social and cultural backgrounds.	☐	☐	☐	☐
8.9 Assesses students' special needs and collaborates with school services and community agencies to meet those needs.	☐	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

*Standard IX: Engages in Professional Development	S	IN	NO	NA
9.1 Establishes priorities for professional growth.	☐	☐	☐	☐
9.2 Analyzes student performance to help identify professional development needs.	☐	☐	☐	☐
9.3 Create and implement a individual professional growth plan.	☐	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

Standard X. Demonstrates Implementation of Technology		S	IN	NO	NA
10.2	**Uses terminology related to computers and technology appropriately in written and verbal communication.**	☐	☐	☐	☐
10.5	**Creates multimedia presentations using available technology.**	☐	☐	☐	☐
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.**	☐	☐	☐	☐
10.8	**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.**	☐	☐	☐	☐
10.13	**Applies research-based instructional practices that use computers and other technology.**	☐	☐	☐	☐
10.14	Uses computers and other technology for individual, small group learning activities.	☐	☐	☐	☐
10.16	**Instructs and supervises students in the ethical and legal use of technology.**	☐	☐	☐	☐
10.17	**Locates and organizes materials and equipment to create an enriched multimedia environment. (formerly 4.5)**	☐	☐	☐	☐

COMMENTS:	**OVERALL RATING** ☐ **Meets Standard** ☐ **Does Not meet Standard**

Overall Evaluatee/Evaluator Comments :

I have met with the evaluator, have participated in the completion of this form and am knowledgeable of the contents.

An overall rating in any Standard checked " Does Not Meet Standard" may require teacher assistance with a teacher/mentor.
Recommended Standard(s): 1____ 2____ 3____ 4____ 5____ 6____ 7____ 8____ 9____ 10____

Teacher's Signature: _____ Date of Conference: _____

Evaluator's Signature: _____ Date of Conference: _____

CHECKLIST
EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR TEACHERS

OBSERVED [+] **NEEDS IMPROVEMENT [-]** **NOT OBSERVED [ ]**

Standard I : Demonstrates Professional Leadership
The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.
☐ 1.4 Writes and speaks effectively.

Standard II : 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.
☐ 2.4 Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to 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.

Standard III: 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 process.
☐ 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 and shows sensitivity to physical, social, and cultural differences.
☐ 3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur.
☐ 3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.

Standard IV : 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 behavioral interaction by establishing appropriate expectations during group activities.
☐ 4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation.

Standard V : 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.
☐ 5.7 Uses appropriate questioning strategies to help students solve problems and think critically.
☐ 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 and offers students continuous feedback on progress toward expectations.

Standard IX: Engages in Professional Development
The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.
☐ 9.4 Applies to instruction the knowledge, skills, and processes acquired through professional development.

Appendix C
Tenured_____
Non-Tenured

CRITTENDEN COUNTY SCHOOL DISTRICT
SUMMATIVE EVALUATION OF TEACHERS

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

_____ _____
Evaluatee Grade/Content Area

_____ _____
Evaluator Position

School/Work Site CCES____ CCMS _____ CCHS____

Date(s) of Observations 1st_____ 2nd_____ 3rd_____ 4th_____
Date(s)of Conferences 1st_____ 2nd_____ 3rd_____ 4th_____

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

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

Mark the standard number(s) below to indicate the areas of Professional Growth (PG) or Corrective Action Plan (C)
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. Appeals should be made to the Superintendent/Designee within five (5) working days of receipt of this evaluation as described in the Evaluation Plan.
I understand that signing this form indicates that I have met with the evaluator and have received a copy of this form and attachments, if applicable.

_____
Evaluator Signature and Date Evaluatee Signature and Date

Employment Recommendation to Central Office:

_____ Meets teacher standards for re-employment.
_____ Meets teacher standards for re-employment with reservation/Corrective Action Plan.
_____ Does not meet teacher standards for re-employment.

Opportunities for appeal process at both the local and state levels are a part of the Crittenden County District Evaluation Plan. Certified employees must make their appeals to their summative evaluation within the timeframes mandated in 704 KAR 3:345 and the local district plan .

Instructions for Completing the Individual Professional Growth Plan

This plan is to be completed by the evaluatee with assistance from the evaluator as it relates to the desire or need of any one or more Standards and/or needs from the school's Consolidated Plan. The evaulatee and evaluator must identify goals, procedures and activities to meet the goals and criteria for evaluating the goal(s) by a targeted date for appraising the evaluatee's growth or improvement.

1. Standard Number/ Consolidated Plan Component
Place *desire(D) or need(N)* beside the specific standard number(s) to indicate further professional growth of knowledge/ skills identified from the Formative or Summative Evaluation Form. If a Consolidated Plan activity or component is chosen for professional growth, please write it on the lines provided.

Teacher Standards
1. Demonstrate Professional Leadership
2. Demonstrate 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

2. Description of Goal(s)
Growth goals must address the specific standard(s) you plan to develop. Any standard(s) rated as "*Does Not Meet*" on the observation or evaluation instrument must be included as a goal. *Example: To incorporate measurable performance-based assessment in the curriculum.*

3. Procedures and Activities for Achieving Goal(s)
List specific activities you plan to do in order to meet your goal(s). These activities will improve the student's performance. *Example:*

a. Attend training on developing an assessment data bank
b. Collaborate with peers to create 4 performance-based units and assessments aligned to district curriculum
c. Assess students using performance –based assessments
d. Meet with Technology Coordinator to include newly created assessments on web page for easy access

4. Evaluation Criteria For Goal(s)
List a variety of indicators that documents progress of implementation of goal.
Example: a. All students will use (4) performance- based assessments for assessment of the core content
b. 88% of the students will score proficient or higher on the performance-based assessments

5. Progress Indicators (to be completed after implementing Professional Growth Plan)
List a variety of indicators that documents progress of implementation of goal.
Example: a. Established web page containing performance-based assessments for teacher access
b. Increase the number of students scoring proficient or higher on performance-based assessments (Grade book)
c. Lessons plans containing 4 units of study
d. Units of Study

6. Improvements or Changes
Evaluator writes suggestions or changes for evaluatee to improve PGP goal(s). If the evaluatee is going to continue the PGP goal, the evaluator uses this space to list additional activities, if needed, to successfully complete goal(s).

CRITTENDEN COUNTY SCHOOLS
PROFESSIONAL GROWTH PLAN FOR TEACHERS

_____ School Year
_____ Target Date for Completion

Evaluatee _____ School: CCHS _____ CCMS _____ CCES _____

The goal(s) for this Professional Growth Plan (PGP) will address the Kentucky Teacher Standards and/or the School Consolidated Plan. The employee will complete this plan with the assistance of the immediate supervisor/ evaluator.

1. Standard Number(s) 1.____ 2.____ 3.____ 4.____ 5.____ 6.____ 7.____ 8.____ 9.____ 10.____ and/or Consolidated Plan Component:

_____

_____

2. Description of Goal(2):

3. Procedures and Activities for Achieving Goal(s):

4. Evaluation Criteria for Goal(s):

Date Plan Developed _____

EVALUATEE _____ EVALUATOR _____

To be completed after implementing Professional Growth Plan

5. Progress Indicators:

6. Improvement or Changes Needed:

Evaluators Comments:	Evaluatee's Comments:

Achieved_____ Revised _____ Continued _____

EVALUATEE_____ DATE_____

EVALUATOR_____ DATE_____

Achieved_____ Revised _____ Continued _____

EVALUATEE_____ DATE_____

EVALUATOR_____ DATE_____

CRITTENDEN COUNTY SCHOOL DISTRICT
FORMATIVE INSTRUMENT FOR GUIDANCE COUNSELOR

Evaluatee_____ Grade/Content Area_____

Evaluator_____ Position_____

Date___/_____/___Number of Students_____Beginning Time____:____Ending Time_____:_____

S-Satisfactory	IN-Improvement Needed	NO-Not Observed	NA-Not Applicable

Standard 1: Program management, Research, and Evaluation- The school counselor develops a process and procedure for planning, implementation, and evaluation of a comprehensive developmental program of guidance and counseling. ***The counselor understands and knows how to:***

		S	IN	NO	NA
1.1	Define needs and priorities	☐	☐	☐	☐
1.2	Determine objectives	☐	☐	☐	☐
1.3	Communicate with the stakeholders, including school councils about the design, importance, and effectiveness of the problem	☐	☐	☐	☐
1.4	Organize personnel, physical resources, and activities to accomplish goals, priorities and objectives specified by school plans	☐	☐	☐	☐
1.5	Evaluate the program to assure its contribution to the school's mission and goals	☐	☐	☐	☐
1.6	Use information systems and technology	☐	☐	☐	☐
1.7	Use time effectively with a high percentage of time on task	☐	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

Standard 2: Consultation/Collaboration – The school counselor functions in a cooperative process to assist others to effectively meet the needs of students
The counselor understands and knows how to:

		S	IN	NO	NA
2.1	Consult with parents, faculty, staff, administrators, and others to enhance their work with students	☐	☐	☐	☐
2.2	Interpret relevant information concerning the developmental needs of students	☐	☐	☐	☐
2.3	Reduce barriers to student learning through direct referred Services	☐	☐	☐	☐
2.4	Facilitate new student integration into the school environment	☐	☐	☐	☐
2.5	Work with teachers to provide support for students in a crisis situation	☐	☐	☐	☐
2.6	Interact with school councils, school boards, Family Resource/ Youth Services Center Advisory Councils, and/or school committees	☐	☐	☐	☐
2.7	Facilitate successful communication between and among teachers, parents, teacher and students	☐	☐	☐	☐
2.8	Work with teachers and administrators relevant to behavior management to promote and support intervention strategies	☐	☐	☐	☐
2.9	Consult with external community and professional resources	☐	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

Standard 3: Coordination – The school counselor functions as a coordinator in bringing together people and resources in the school, the community, and the district for the fullest academic, career, personal, and social development of the students. ***The counselor understands and knows how to:***

		S	IN	NO	NA
3.1	Coordinate with schools and community personnel, including school councils, to provide resources for students	☐	☐	☐	☐

3.2	Use an effective referral process for assisting students and others to use special programs and services	☐	☐	☐	☐
3.3	Identify community agencies for referral of students	☐	☐	☐	☐
3.4	Maintain cooperative working relationships with community resources	☐	☐	☐	☐
3.5	Facilitate successful transition from one level of education to the next, (i.e. elementary to middle)	☐	☐	☐	☐
3.6	Maintain, update, and interpret confidential student records	☐	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

Standard 4: Developmental Guidance Curriculum – The school counselor provides a developmental, preventive guidance program to all students within the school. This proactive program promotes the mental health necessary for academic success, self-sufficiency and responsible group membership. ***The counselor understands and knows how to:***

		S	IN	NO	NA
4.1	Assess developmental needs of students	☐	☐	☐	☐
4.2	Address academic expectations and school-to-work initiatives	☐	☐	☐	☐
4.3	Prepare students for successful transitions	☐	☐	☐	☐
4.4	Evaluate results of the program's impact	☐	☐	☐	☐
4.5	Modify the program as needed to continually meet the needs of students	☐	☐	☐	☐
4.6	Guide individuals and groups of students through the development of educational and career plans	☐	☐	☐	☐
4.7	Provide guidance for maximizing personal growth and development	☐	☐	☐	☐
4.8	Provide the school developmental guidance program	☐	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

Standard 5: Individual/Small Group Counseling – The school counselor will provide services to address mental, physical, and emotional barriers to learning by providing services in the following ways: individual and group, scheduled and impromptu and short term and long term. ***The counselor understands and knows how to:***

		S	IN	NO	NA
5.1	Provide a safe, confidential setting in which students present their needs and concerns	☐	☐	☐	☐
5.2	Promote wellness	☐	☐	☐	☐
5.3	Respond to crises	☐	☐	☐	☐
5.4	Communicate empathy and understanding	☐	☐	☐	☐
5.5	Utilize a broad range of techniques and accepted theories appropriate to school counseling	☐	☐	☐	☐
5.6	Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers)	☐	☐	☐	☐
5.7	Intervene in problem/conflict situations and conduct follow-up sessions	☐	☐	☐	☐
5.8	Respect and nurture the uniqueness of each student	☐	☐	☐	☐
5.9	Mediate classroom and student conflict	☐	☐	☐	☐
5.10	Empower students to develop and use their resources	☐	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

Standard 6: Assessment – The counselor collaborates with other school and district staff as needed to design and coordinate a testing program that helps students identify their abilities, aptitudes, achievements, and interests. ***The counselor understands and knows how to:***

		S	IN	NO	NA
6.1	Participate as needed in the planning, administration, and evaluation of the district/school testing program	☐	☐	☐	☐
6.2	Interpret and communicate learning results to students, faculty, parents and community with respect to aptitude, achievement, interests, temperaments and learning styles	☐	☐	☐	☐
6.3	Collaborate with staff concerning assessment of special needs students	☐	☐	☐	☐
6.4	Use assessment results and other sources of student data in formulating student career/ graduation plans	☐	☐	☐	☐
6.5	Maintain student records to ensure the confidentiality of assessment data	☐	☐	☐	☐
6.6	Provide orientation sessions for faculty, students, and parents regarding the assessment program	☐	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

Standard 7: Adheres to Professional Standards – The school counselor is a professional who acts within legal and ethical guidelines to accomplish educational purposes. ***The counselor understands and knows how to:***

8.3	Participate in professional organizations and activities	☐	☐	☐	☐
8.4	Writes and speaks effectively	☐	☐	☐	☐
8.5	Participates in the development of curriculum and instructional materials	☐	☐	☐	☐
8.6	Initiates and develops educational projects and programs in the area of student services	☐	☐	☐	☐
8.7	Practice effective listening, conflict resolution, and group-facilitation skills as a team member	☐	☐	☐	☐
8.8	Present program in a manner that reflects sensitivity to a multicultural and global perspective	☐	☐	☐	☐
8.9	Work with colleagues to administer an effective learning climate within the school.	☐	☐	☐	☐

COMMENTS:	**OVERALL RATING** ☐ **Meets Standard** ☐ **Does Not Meet Standard**

Standard 9: Engages in Professional Development – The school counselor evaluates his or her own overall performance in relation to, but not limited to the school's Comprehensive School Improvement Plan and the nine Counselor standards. ***The counselor understands and knows how to:***

		S	IN	NO	NA
9.1	Establish priorities for professional growth	☐	☐	☐	☐
9.2	Analyze student service issues to help identify professional development needs	☐	☐	☐	☐
9.3	Consider input from others in the creation of individual professional development plans	☐	☐	☐	☐
9.4	Implement knowledge and skills acquired through on-going professional development	☐	☐	☐	☐

11.2	Effectively set appropriate goals and objectives	☐	☐	☐	☐
11.3	Systematically plan appropriate learning activities	☐	☐	☐	☐
11.4	Use a variety of learning materials during instruction	☐	☐	☐	☐
11.5	Use a good questioning technique, including higher order questions	☐	☐	☐	☐
11.6	Maintain a stimulating learning environment	☐	☐	☐	☐
11.7	Maintain effective classroom management	☐	☐	☐	☐

COMMENTS:	**OVERALL RATING** ☐ **Meets Standard** ☐ **Does Not Meet Standard**

Overall Evaluatee/Evaluator Comments : _____

_____

_____

_____

_____

_____

_____

_____

_____

I have met with the evaluator, have participated in the completion of this form and am knowledgeable of the contents.

An overall rating in any Standard checked " Does Not Meet Standard" may require teacher assistance with a teacher/mentor.
Recommended Standard(s): 1___ 2___ 3___ 4___ 5___ 6___ 7___ 8___ 9___ 10___ 11___

Teacher's Signature: _____ Date of Conference: _____

Evaluator's Signature: _____ Date of Conference: _____

CRITTENDEN COUNTY SCHOOL DISTRICT
SUMMATIVE FORM FOR GUIDANCE COUNSELOR

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

_____ Evaluatee _____ Position

_____ Evaluator _____ Position

School/Work Site_____

Date(s) of Observations 1st_____ 2nd_____ 3rd_____ 4th_____

Date(s)of Conferences 1st_____ 2nd_____ 3rd_____ 4th_____

Guidance Counselor Standards:	Ratings: Meets	Does Not Meet
I. Program Management, Research, and Evaluation	_____	_____
II. Consultation/Collaboration	_____	_____
III. Coordination of Resources	_____	_____
IV. Developmental Guidance Curriculum	_____	_____
V. Individual/Small Group Counseling	_____	_____
VI. Assessment	_____	_____
VII. Adheres to Professional Standards	_____	_____
VIII. Demonstrates Professional Leadership	_____	_____
IX. Engages in Professional Leadership	_____	_____
X. Demonstrates Implementation of Technology	_____	_____
XI. Implements Educational Practices	_____	_____
Overall Rating	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/ skills in the standard number(s) checked below:
I. ____ II. _____ III.____ IV. _____ V.____ VI. ____ VII. ____ VIII. ____ IX. _____ X. ____ XI. _____

Evaluatee's Comments:_____

_____

Evaluator's Comments:_____

_____

To be signed after all information above has been completed and discussed. Appeals should be made to the Superintendent/Designee within five (5) working days of receipt of this evaluation as described in the Evaluation Plan.
I understand that signing this form indicates that I have met with the evaluator and have received a copy of this form and attachments, if applicable.

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

Employment Recommendation to Central Office:
_____ Meets administrator standards for re-employment.
_____ Meets administrator standards for re-employment with reservation/Corrective Action Plan.
_____ Does not meet administrator standards for re-employment.

Opportunities for appeal process at both the local and state levels are a part of the Crittenden County District Evaluation Plan.
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.

Tenured_____
Non Tenured_____

CRITTENDEN COUNTY SCHOOL DISTRICT
FORMATIVE INSTRUMENT FOR MEDIA SPECIALIST

Evaluatee_____ Grade/Content Area_____

Evaluator_____ Position_____

Date_____Number of Students_____Beginning Time_____Ending Time_____

S-Satisfactory	IN-Improvement Needed	NO-Not Observed	NA-Not Applicable

Standard I: Demonstrates Proficiency as Administrator of the Library Media Program

		S	IN	NO	NA
1.1	Plans long-range goals for the Library Media Program with faculty administration, and students.	☐	☐	☐	☐
1.2	Administers the budget according to the goals of the program.	☐	☐	☐	☐
1.3	Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the Library Media Program.	☐	☐	☐	☐
1.4	Develops Library Media Program policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.	☐	☐	☐	☐
1.5	Administers a Library Media Program that utilizes flexible access.	☐	☐	☐	☐
1.6	Develops plans for maintaining a technologically current facility and program.	☐	☐	☐	☐
1.7	Organizes, classifies, and catalogs library materials; following nationally recognized professional standards such as AACR2R (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, Sear or Library of Congress subject headings, MARC format.	☐	☐	☐	☐
1.8	Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.	☐	☐	☐	☐
1.9	Evaluates programs, services, facilities, and materials informally and formally on a continuous basis – identifying strengths and weaknesses.	☐	☐	☐	☐
1.10	Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.	☐	☐	☐	☐
1.11	Publicizes the Library Media Programs, services, and materials through newsletters, announcements, and other innovative ways.	☐	☐	☐	☐
1.12	Is responsible for the proper use of the facility, materials, and equipment.	☐	☐	☐	☐
1.13	May plan and/or participate in special projects or proposals, e.g. book fairs.	☐	☐	☐	☐
1.14	Trains and supervises Library Media Program clerical staff*, volunteers, and student helpers.	☐	☐	☐	☐
1.15	Follows the SBDM approved selection policy that includes a procedure for the reconsideration of materials.	☐	☐	☐	☐

1.16	Keeps automated catalog current utilizing authority control.	☐	☐	☐	☐
1.17	Maintains statistical records and shelf list needed to verify collection of the library media center holdings.	☐	☐	☐	☐
1.18	Makes general repairs, weeds collection, and takes annual inventory.	☐	☐	☐	☐
1.19	Makes the library media center and its resources accessible to and faculty.	☐	☐	☐	☐
1.20	Provides the resources and promotes recreational reading for the school community.	☐	☐	☐	☐
1.21	Follows the school's policies and procedures.	☐	☐	☐	☐
1.22	Promotes compliance with the copyright law.	☐	☐	☐	☐
1.23	Handles concerns of others in a positive and professional manner to protect the users' right to privacy and confidentiality.	☐	☐	☐	☐

COMMENTS:	**OVERALL RATING**
	☐ **Meets Standard**
	☐ **Does Not Meet Standard**

Standard II. Library Media Specialist Demonstrates Proficiency As Teacher as Teacher.

		S	IN	NO	NA
2.1	Provides orientation for new faculty and students.	☐	☐	☐	☐
2.2	Informally evaluates individual and group needs and provides appropriate learning experiences.	☐	☐	☐	☐
2.3	Creates a climate conductive to learning in which students display initiatives and assumes a personal responsibility for learning and conduct.	☐	☐	☐	☐
2.4	Provides for independent and cooperative group learning.	☐	☐	☐	☐
2.5	Teaches information literacy as an integral part of the curriculum using a process model such as the Big6™.	☐	☐	☐	☐
2.6	Guides students in the selection of appropriate resources.	☐	☐	☐	☐
2.7	Helps students to develop habits of independent reference work to develop literacy in the use of reference materials in relation to planned assignments.	☐	☐	☐	☐
2.8	Promotes appreciation of various forms of literature emphasizing the highest quality.	☐	☐	☐	☐
2.9	Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills and to become skilled in all modes of communication.	☐	☐	☐	☐
2.10	Incorporates the use of technology in accessing information.	☐	☐	☐	☐
2.11	Assists students in the use of multi-media for completed projects.	☐	☐	☐	☐

2.12	Provides training to staff in use of new materials, technology and equipment, demonstrating practical applications for curriculum connections.	☐	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

Standard III: Library Media Specialist Demonstrates Proficiency as Instructional Partner		**S**	**IN**	**NO**	**NA**
3.1	Possesses broad knowledge of the school curriculum and plans with teachers and administration for the development of collection of materials to support the curriculum.	☐	☐	☐	☐
3.2	Exercises a leadership role and serves as a catalyst in ensuring the Library Media Program is central to the instructional program of the school.	☐	☐	☐	☐
3.3	Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.	☐	☐	☐	☐
3.4	Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.	☐	☐	☐	☐
3.5	Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.	☐	☐	☐	☐
3.6	Assists faculty in the selection of materials to supplement instruction.	☐	☐	☐	☐
3.7	Maintains effective communications with staff and students, e.g. informs faculty and students of new acquisitions and services.	☐	☐	☐	☐
3.8	Plans and implements a Library Media Program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of KERA and the academic expectations.	☐	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

Standard IV: Library Media Specialist Demonstrates Proficiency as Information Specialist.

		S	IN	NO	NA
4.1	Chooses materials using selection tools, bibliographies, and recommendations.	☐	☐	☐	☐
4.2	Maintains a professional collection.	☐	☐	☐	☐
4.3	Demonstrates competency in selection, circulation, and maintenance of materials, technology, and equipment that support the school's curriculum and educational goals.	☐	☐	☐	☐
4.4	Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.	☐	☐	☐	☐
4.5	Is available as a personal resource for all students and faculty.	☐	☐	☐	☐
4.6	Attends local professional growth activities and meetings.	☐	☐	☐	☐
4.7	Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences, and other activities related to the field. ~~(?)~~	☐	☐	☐	☐

COMMENTS:	**OVERALL RATING** ☐ **Meets Standard** ☐ **Does Not Meet Standard**

Overall Evaluatee/Evaluator Comments : _____

_____

_____

_____

_____

_____

_____

_____

I have met with the evaluator, have participated in the completion of this form and am knowledgeable of the contents.

An overall rating in any Standard checked " Does Not Meet Standard" requires teacher assistance with a teacher/mentor.
Recommended Standard(s): 1____ 2____ 3____ 4____

Teacher's Signature: _____ Date of Conference: _____

Evaluator's Signature: _____ Date of Conference: _____

Appendix F

Tenured_____

Non-Tenured

CRITTENDEN COUNTY SCHOOL DISTRICT
SUMMATIVE EVALUATION OF MEDIA SPECIALIST

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

_____ _____

Evaluatee Grade/Content Area

_____ _____

Evaluator Position

School/Work Site CCES____ CCMS _____ CCHS____

Date(s) of Observations 1st_____ 2nd_____ 3rd_____ 4th_____

Date(s)of Conferences 1st_____ 2nd_____ 3rd_____ 4th_____

Teacher Standards

	Meets	Does Not Meet
1. Demonstrates Proficiency as Administrator of Media Program	_____	_____
2. Demonstrates Proficiency as a teacher	_____	_____
3. Demonstrates Proficiency as Instructional Partner	_____	_____
4. Demonstrates Proficiency as Information Specialist	_____	_____
Overall Rating	_____	_____

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

Mark the standard number(s) below to indicate the areas of Professional Growth (PG) or Corrective Action Plan (C)

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

Evaluatee's Comments : _____

_____

_____

Evaluator's Comments: _____

_____

_____

_____

To be signed after all information above has been completed and discussed. Appeals should be made to the Superintendent/Designee within five (5) working days of receipt of this evaluation as described in the Evaluation Plan.
I understand that signing this form indicates that I have met with the evaluator and have received a copy of this form and attachments, if applicable.

_____

Evaluator Signature and Date Evaluatee Signature and Date

Employment Recommendation to Central Office:

_____ Meets teacher standards for re-employment.

_____ Meets teacher standards for re-employment with reservation/Corrective Action Plan.

_____ Does not meet teacher standards for re-employment.

Opportunities for appeal process at both local and state levels are a part of the Crittenden County District Evaluation Plan. 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.

CRITTENDEN COUNTY SCHOOL DISTRICT
PRE-OBSERVATION FORM FOR ADMINISTRATORS

To be completed by the evaluatee and evaluator before the observation

_____	_____	_____
Evaluatee	Evaluator	Position
_____	_____	_____
School	Date	Time/Period

Leadership Standards Targeted: _____

1. What are the objectives for today?

2. Describe the teaching/ learning activities that will take place.

3. How are you going to determine your success?

4. What particular leadership behaviors do you especially want monitored?

5. Are there any special circumstances, leadership issues in the school/ SBDM ?

6. Professional Growth Area(s):

_____ Evaluatee's Signature/Date

_____ Evaluator's Signature/Date

CRITTENDEN COUNTY SCHOOL DISTRICT
FORMATIVE INSTRUMENT FOR ADMINISTRATORS

Evaluatee_____ Grade/Content Area_____

Evaluator_____ Position_____

Date_____Number of Students_____Beginning Time_____Ending Time_____

A-Applied	NA-not applied	IN-Improvement Needed

Standard I: Vision

		A	NA	IN
1.1	The Vision and mission of the school are effectively communicated to staff, parents, students, and community.	☐	☐	☐
1.2	The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.	☐	☐	☐
1.3	The core beliefs of the school vision are modeled for all stakeholders.	☐	☐	☐
1.4	The vision is developed with and among stakeholders.	☐	☐	☐
1.5	The contributions of school community members to the realization of the vision are recognized and celebrated.	☐	☐	☐
1.6	Progress toward the vision and mission is communicated to all stakeholders.	☐	☐	☐
1.7	The school community is involved in school improvement efforts.	☐	☐	☐
1.8	The vision shapes the educational programs, plans, and actions.	☐	☐	☐
1.9	Provides opportunities that encourage collaboration among others in the use of resources.	☐	☐	☐
1.10	Assessment data related to student learning issued to develop the school vision and goals.	☐	☐	☐
1.11	Relevant demographic data pertaining to students and their families are used in developing the school mission and goals.	☐	☐	☐
1.12	Barriers to achieving the vision are identified, clarified, and addressed.	☐	☐	☐
1.13	Needed resources are sought and obtained to support the implementation of the school mission and goals.	☐	☐	☐
1.14	Existing resources are used in support of the school vision and goals.	☐	☐	☐
1.15	The vision and implementation plans are regularly monitored, evaluated, and revised.	☐	☐	☐

COMMENTS:	Overall Rating ☐ Meets Standard ☐ Does Not Meet Standard

Standard II. School Culture and Learning

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

COMMENTS:	**Overall Rating** ☐ **Meets Standard** ☐ **Does Not Meet Standard**

Standard III: Management

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

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

COMMENTS:	**Overall Rating** ☐ **Meets Standard** ☐ **Does Not Meet Standard**

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

4.15	Opportunities for staff to develop collaborative skills are provided.	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

Standard V: Integrity, Fairness, Ethics		**A**	**NA**	**IN**
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, equitable, and with dignity and respect.	☐	☐	☐
5.9	Protects the rights and confidentiality of students and staff.	☐	☐	☐
5.10	Demonstrates appreciation for the sensitivity to the diversity in the school community.	☐	☐	☐
5.11	Recognized and respects the legitimate authority of others.	☐	☐	☐
5.12	Examines and considers the prevailing values of the diverse school community.	☐	☐	☐
5.13	Expects that others in the school community will demonstrate integrity and exercise ethical behavior.	☐	☐	☐
5.14	Opens the school to public scrutiny.	☐	☐	☐
5.15	Fulfills legal and contractual obligations.	☐	☐	☐
5.16	Applies laws and procedures fairly, wisely, and considerately.	☐	☐	☐

COMMENTS:	Overall Rating ☐ Meets Standard ☐ Does Not Meet Standard

Standards VI: Political, Economic, Legal		**A**	**NA**	**IN**
6.1	The environment in which schools operate is influenced on behalf of students and their families.	☐	☐	☐

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

COMMENTS:	**Overall Rating** ☐ **Meets Standard** ☐ **Does Not Meet Standard**

Standard VII. Technology		**A**	**NA**	**IN**
7.1	Operates a multimedia computer and peripherals to use a variety of software (Office 97, Word, Excel, email, internet).	☐	☐	☐
7.2	Uses the computer for word processing, create spreadsheets, access electronic mail and the internet, and use other emerging technologies to enhance professional productivity and support instruction.	☐	☐	☐
7.3	Uses terminology related to computers and technology appropriately in written and verbal communication (e.g. SBDM minutes, newsletters, e-mail responses).	☐	☐	☐
7.4	Follows board policy, laws and regulations in the use of computers and technology in both professional growth plans, training provisions, attendance at technology training.	☐	☐	☐
7.5	Facilitates the lifelong learning of self and others through the use of technology (e.g., professional growth plans, training provisions, attendance at technology training).	☐	☐	☐
7.6	Demonstrates knowledge of the use of technology in business, industry, and society (e.g., power point presentations, budget spreadsheets, use of e-mail).	☐	☐	☐
7.7	Ensures appropriate research-based instructional practices related to the integration of technology are included in the school's instructional program (e.g., classroom observations, walk-throughs, professional growth plans).	☐	☐	☐

COMMENTS:	**Overall Rating** ☐ **Meets Standard** ☐ **Does Not Meet Standard**

CRITTENDEN COUNTY SCHOOL DISTRICT
SUMMATIVE FORM FOR ADMINISTRATORS

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

_____ _____
Evaluatee Position

_____ _____
Evaluator Position

School/Work Site_____

Date(s) of Observations 1st_____ 2nd_____ 3rd_____ 4th_____

Date(s) of Conferences 1st_____ 2nd_____ 3rd_____ 4th_____

Administrator Standards:	Ratings: Meets	Does Not Meet
1. Vision of leaning shared and supported	_____	_____
2. Instructional program conducive to student learning	_____	_____
3. Management of the organization and resources	_____	_____
4. Collaborates with families and community	_____	_____
5. Exhibits integrity, fairness, and ethics	_____	_____
6. Understands and responds to the larger, political social, economic, legal, & cultural context	_____	_____
7. Uses technology to support school's instructional program	_____	_____
Overall Rating	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/ skills in the standard number(s) checked below:
1._____ 2._____ 3._____ 4._____ 5._____ 6._____ 7._____

Evaluatee's Comments:_____
_____
_____

Evaluator's Comments:_____
_____
_____

To be signed after all information above has been completed and discussed. Appeals should be made to the Superintendent/Designee within five (5) working days of receipt of this evaluation as described in the Evaluation Plan.
I understand that signing this form indicates that I have met with the evaluator and have received a copy of this form and attachments, if applicable.

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

Employment Recommendation to Central Office:
_____ Meets administrator standards for re-employment.
_____ Meets administrator standards for re-employment with reservation/Corrective Action Plan.
_____ Does not meet administrator standards for re-employment.

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

CRITTENDEN COUNTY SCHOOLS
PROFESSIONAL GROWTH PLAN FOR ADMINISTRATORS

_____ School Year
_____ Target Date for Completion

Evaluatee _____ Position_____
School: CCHS ____ CCMS ____ CCES ____ District____

The goal[s] for this Professional Growth Plan(PGP) will address the ISLLC and/or the School Consolidated Plan. The employee will complete this plan with the assistance from the immediate supervisor/evaluator

1. Standard Number(s) 1.___ 2.___ 3.___ 4.___ 5.___ 6.___ 7.___ and/ or Consolidated Plan Component:

_____

_____

2.Description of Goal(s):

3. Procedures and Activities for Achieving Goal(s):

4. Evaluation Criteria For Goal(s):

Date Plan Developed_____

EVALUATEE_____ EVALUATOR_____

To be completed after implementing Professional Growth Plan

5. Progress Indicators:

6. Improvement or Changes Needed:

Evaluator's Comments:	Evaluatee's Comments:

Achieved_____ Revised _____ Continued_____

EVALUATEE _____ DATE _____

EVALUATOR _____ DATE _____

Achieved_____ Revised _____ Continued _____

EVALUATEE _____ DATE _____

EVALUATOR _____ DATE _____

CRITTENDEN COUNTY SCHOOL DISTRICT
FORMATIVE INSTRUMENT FOR FINANCE OFFICER

Evaluatee_____ Grade/Content Area_____

Evaluator_____ Position_____

Date_____Number of Students_____Beginning Time_____Ending Time_____

A-Applied	NA-Not Applied	IN-Improvement Needed

Standard I: Instructional Leadership		**A**	**NA**	**IN**
1.1	Provides direction for the district's fiscal operations.	☐	☐	☐
1.2	Communicates information to the superintendent, school board, and other district personnel.	☐	☐	☐
1.3	Keeps the superintendent informed about the district's fiscal operations.	☐	☐	☐
1.4	Recommends appropriate financial alternatives to the superintendent for constructive educational change.	☐	☐	☐
1.5	Demonstrates constructive support of organizational goals, objectives and related decisions.	☐	☐	☐

COMMENTS:	**Overall Rating** ☐ **Meets Standard** ☐ **Does Not Meet Standard**

Standard II: Program Management		**A**	**NA**	**IN**
2.1	Implements policies and procedures relating to fiscal and resource management.	☐	☐	☐
2.2	Implements policies and procedures relating to purchasing.	☐	☐	☐
2.3	Demonstrates effective problem-solving and decision-making skills.	☐	☐	☐
2.4	Demonstrates effective organizational skills.	☐	☐	☐
2.5	Informs and instructs secretaries/bookkeepers of updates in purchasing/bookkeeping procedures.	☐	☐	☐
2.6	Assists in the development and fiscal monitoring of problems budgets.	☐	☐	☐

2.7	Assists the superintendent in the development of a district-wide budget.	☐	☐	☐

COMMENTS:	Overall Rating ☐ Meets Standard ☐ Does Not Meet Standard

Standard III: Professional Relationships		A	NA	IN
3.1	Demonstrates positive, professional relationships with administrators, business office personnel, and other district employees.	☐	☐	☐
3.2	Demonstrates positive, professional relationships with parents/ community.	☐	☐	☐
3.3	Provides counsel and advice to the superintendent in a constructive manner.	☐	☐	☐

COMMENTS:	Overall Rating ☐ Meets Standard ☐ Does Not Meet Standard

Standard IV: Professional Responsibilities		A	NA	IN
4.1	Provides the superintendent with recommendations for district policies and procedures related to fiscal management.	☐	☐	☐
4.2	Assists in drafting/updating policy and procedural statements based on fiscal changes and regulations.	☐	☐	☐
4.3	Provides for effective implementation of approved district policies in areas of responsibility.	☐	☐	☐
4.4	Participates in professional growth activities.	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

CRITTENDEN COUNTY SCHOOL DISTRICT
SUMMATIVE FORM FOR FINANCE OFFICER

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

_____ _____
Evaluatee Position

_____ _____
Evaluator Position

School/Work Site_____

Date(s) of Observations 1st_____ 2nd_____ 3rd_____ 4th_____

Date(s) of Conferences 1st_____ 2nd_____ 3rd_____ 4th_____

Finance Officer Standards:	Ratings: Meets	Does Not Meet
I. Instructional Leadership	_____	_____
II. Program Management	_____	_____
III. Professional Relationships	_____	_____
IV. Professional Responsibilities	_____	_____
Overall Rating	_____	_____

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

Evaluatee's Comments:_____

_____

_____

Evaluator's Comments:_____

_____

_____

To be signed after all information above has been completed and discussed. Appeals should be made to the Superintendent/Designee within five (5) working days of receipt of this evaluation as described in the Evaluation Plan.
I understand that signing this form indicates that I have met with the evaluator and have received a copy of this form and attachments, if applicable.

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

Employment Recommendation to Central Office:
_____ Meets administrator standards for re-employment.
_____ Meets administrator standards for re-employment with reservation/Corrective Action Plan.
_____ Does not meet administrator standards for re-employment.

Opportunities for appeal process at both the local and state levels are a part of the Crittenden County district evaluation plan.
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FINANCE OFFICER
STANDARDS WITH DESCRIPTORS

I. EDUCATIONAL LEADERSHIP

The Finance Officer

1.1 Provides direction for the district's fiscal operations.
   a. Involves appropriate staff and patrons of the district in assisting the board of education in developing fiscal goal statements.
   b. Uses objective data to determine goals.
   c. Assists the board of education in developing short and long range goals which include community needs and trends.

1.2 Communicates information to the superintendent, school board, and other district personnel.
   a. Communicates accurate and timely information about district fiscal operations to the superintendent.
   b. Communicates information, policies, and procedures about business operations to district personnel.

1.3 Keeps the superintendent informed about the district's fiscal operations.
   a. Ensures that operational procedures are identified for the superintendent.
   b. Monitors fiscal operations and reports to the superintendent on a regular basis.
   c. Provides superintendent with clear and concise information about each school's fiscal operations.
   d. Provide for effective line of communication between the superintendent and business office.

1.4 Recommends appropriate financial alternatives to the superintendent for constructive educational change.
   a. Bases recommendations on objective fiscal data.
   b. Recognizes need for change.
   c. Assists in promoting climate for change.
   d. Facilitates the coordination of change processes among appropriate staff members.

1.5 Demonstrates constructive support of organizational goals, objectives, and related decisions.
   a. Implements administrative decision.
   b. Demonstrates commitment to administrative decisions.

II. PROGRAM MANAGEMENT

The Finance Officer

2.1 Implements policies and procedures relating to fiscal and resource management.

a. Operates a fiscal control system which monitors revenues, expenditures, and verifies that expenditures are made according to the educational plan.
b. Develops and implements a plan for the management and investment of school district funds and reports results to the superintendent.
c. Coordinates preparation of the budget.
d. Develops and maintains a fiscal accounting and reporting system including, but not limited to, audits and reports to the superintendent, state department, federal and other appropriate agencies.
e. Operates an effective and efficient payroll program.
f. Prepares, implements and evaluates a comprehensive plan for management of insurance programs.
g. Develops, implements, and maintains a program for administrators salaries, wages, and benefit programs for employees.

2.2 Implements policies and procedures relating to purchasing.
a. Keeps the superintendent and board informed about current purchasing procedures.
b. Keeps school staff informed.
c. Develops purchasing manual, keeping information up-to-date.
d. Attends area meetings pertaining to purchasing procedures.

2.3 Demonstrates effective problem-solving and decision-making skills.
a. Identifies and analyzes pertinent elements in a problem situation.
b. Establishes priorities and seeks relevant data.
c. Considers alternative solutions before making decisions.
d. Makes logical decisions based upon available information.

2.4 Demonstrates effective organizational skills.
a. Manages time efficiently.
b. Prioritizes tasks and functions.
c. Uses resources in an effective manner.
d. Delegates responsibility and authority when appropriate.
e. Completes duties promptly, on schedule, and accurately.

2.5 Informs and instructs secretaries/bookkeepers of updates in purchasing/bookkeeping procedures.
a. Makes visits to schools to review the procedures and makes constructive suggestions if needed.
b. Keeps updated on any state changes being made.
c. Conducts district wide meetings when necessary to update staff.

2.6 Assists in the development and fiscal monitoring of program budgets.
a. Assists program managers in the development of budget.
b. Reviews all monthly statements developed by each program.
c. Monitors the month-to-month expenditures in accordance with budgeted amounts.

2.7 Assists the superintendent in the development of a district wide budget.
a. Works closely with the superintendent to maintain school-wide budget time cycle.
b. Works with school personnel when needed in developing school-wide budgets.
c. Works with the local board in the budget process.

d. Keeps the superintendent informed on all budget regulations and mandates as set by the state.

2.8 Researches Grant Opportunities
a. Researches possible grant applications and funding.
b. Organizes and coordinates effective grant writing teams.

III. PROFESSIONAL RELATIONSHIPS

The Finance Officer

3.1 Demonstrates positive, professional relationships with administrators, business office personnel and other district employees.
a. Is visible and accessible.
b. Communicates expectations to the staff.
c. Maintains consistent behavior when dealing with staff.
d. Seeks staff opinions and concerns regarding school related issues.
e. Interacts frequently with staff in a respectful, open, and friendly manner.

3.2 Demonstrates positive, professional relationships with patrons/community.
a. Seeks input and involvement through patron/community relations.
b. Supports and participates in patron/community activities.
c. Seeks support of business sector to meet the needs of the district.
d. Interacts effectively with appropriate local, state, and federal authorities.

3.3 Provides counsel and advice to the superintendent in a constructive manner.
a. Demonstrates sensitivity, understanding, and respect for the role of the superintendent.
b. Keeps the superintendent fully informed on issues, needs, and operations of the school system.
c. Offers professional advice to the superintendent on items requiring board action, with appropriate recommendations, based on thorough study and analysis.
d. Acts as a resource person for issues presented to the board of education.

IV. PROFESSIONAL RESPONSIBILITIES

The Finance Officer

4.1 Provides the superintendent with recommendations for development of district policies and procedures related to fiscal management.
a. Reviews existing policies and procedures and makes recommendations to the superintendent for necessary revision of any fiscal changes.
b. Drafts policy and procedure statements for the superintendent based on appropriate data.
c. Provides appropriate input to the superintendent from personnel affected by proposed policies.
d. Gathers appropriate information, so effective policies can be adopted.

4.2 Assists in drafting/updating policy and procedural statements based on fiscal changes and regulations.

a. Keeps informed on any changes relating to fiscal regulations.
b. Works closely with superintendent on any changes in policy required by any fiscal changes.
c. Keeps district personnel informed on any policy changes due to new fiscal regulations.

4.3 Provides for effective implementation of approved district policies in areas of responsibility.

a. Seeks staff input to develop operational procedures to implement board decision/policies in areas of responsibility.
b. Develops procedures to implement board decision/policies in areas of responsibility.
c. Implements decision/policies of the board of areas of responsibilities.

4.4 Participates in professional growth activities.

a. Demonstrates a basic commitment to professional growth by participating in professional activities (professional organizations, course work, workshops, conferences, etc.)
b. Takes advantage of opportunities to learn from colleagues, staff, parents, and community.
c. Keeps abreast of current developments in the field of school business management and is knowledgeable in other educational fields (instruction, teacher evaluation, curriculum, law, etc.).

CRITTENDEN COUNTY SCHOOL DISTRICT
FORMATIVE INSTRUMENT FOR SUPERVISOR OF INSTRUCTION

Evaluatee_____ Grade/Content Area_____

Evaluator_____ Position_____

Date_____Number of Students_____Beginning Time_____Ending Time_____

A-Applied	NA-Not Applied	IN-Improvement Needed

Standard I: Instructional Leadership		**A**	**NA**	**IN**
1.1	Provides direction for the school district.	☐	☐	☐
1.2	Provides for organization and management of instruction.	☐	☐	☐
1.3	Provides for implementation of performance based evaluation strategies for all personnel.	☐	☐	☐
1.4	Provides leadership for positive instructional/educational change.	☐	☐	☐
1.5	Organizes staff development activities for the district.	☐	☐	☐
1.6	Communicates standards of expected performance.	☐	☐	☐
1.7	Provides leadership for curriculum development and the organization of personnel to implement the curriculum.	☐	☐	☐
1.8	Provides positive direction and leadership to administrative and supervisory staff.	☐	☐	☐

COMMENTS:	**Overall Rating** ☐ **Meets Standard** ☐ **Does Not Meet Standard**

Standard II: Program Management		**A**	**NA**	**IN**
2.1	Demonstrates effective administrative skills.	☐	☐	☐
2.2	Demonstrates effective communication skills.	☐	☐	☐
2.3	Demonstrates effective problem-solving and decision-making skills.	☐	☐	☐
2.4	Demonstrates effective organizational skills.	☐	☐	☐
2.5	Provides for use and development of appropriate revenue sources.	☐	☐	☐

2.6	Develops program budget based upon established priorities and consistent with fiscal practices.	☐	☐	☐
2.7	Ensures that appropriate accounting and control procedures are applied to all fiscal transactions.	☐	☐	☐
2.8	Ensures compliance with statutes, rules, and regulations relating to instructional programs.	☐	☐	☐

COMMENTS:	Overall Rating ☐ Meets Standard ☐ Does Not Meet Standard

Standard III: Professional Relationships		A	NA	IN
3.1	Demonstrates positive, professional relationships with district personnel.	☐	☐	☐
3.2	Demonstrates positive, professional relationships with parents/ community.	☐	☐	☐
3.3	Demonstrates positive, professional relationships with administrators/supervisors.	☐	☐	☐

COMMENTS:	Overall Rating ☐ Meets Standard ☐ Does Not Meet Standard

Standard IV: Professional Responsibilities		A	NA	IN
4.1	Provides recommendations for development of instructional policies and procedures.	☐	☐	☐
4.2	Demonstrates a sense of professional responsibility.	☐	☐	☐
4.3	Participates in professional growth activities.	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

CRITTENDEN COUNTY SCHOOL DISTRICT
SUMMATIVE FORM FOR SUPERVISOR OF INSTRUCTION

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

_____ _____
Evaluatee Position

_____ _____
Evaluator Position

School/Work Site_____

Date(s) of Observations 1st_____ 2nd_____ 3rd_____ 4th_____

Date(s)of Conferences 1st_____ 2nd_____ 3rd_____ 4th_____

Supervisor of Instructor Standards:	Ratings: Meets	Does Not Meet
I. Instructional Leadership	_____	_____
II. Program Management	_____	_____
III. Professional Relationships	_____	_____
IV. Professional Responsibilities	_____	_____
Overall Rating	_____	_____

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

Evaluatee's Comments:_____
_____
_____

Evaluator's Comments:_____
_____
_____

To be signed after all information above has been completed and discussed. Appeals should be made to the Superintendent/Designee within five (5) working days of receipt of this evaluation as described in the Evaluation Plan.
I understand that signing this form indicates that I have met with the evaluator and have received a copy of this form and attachments, if applicable.

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

Employment Recommendation to Central Office:
_____ Meets administrator standards for re-employment.
_____ Meets administrator standards for re-employment with reservation/Corrective Action Plan.
_____ Does not meet administrator standards for re-employment.

Opportunities for appeal process at both the local and state levels are a part of the Crittenden County district evaluation plan.
Certified employees must make their appeals to this summative evaluation with 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.

SUPERVISOR OF INSTRUCTION
STANDARDS AND DESCRIPTORS

1. INSTRUCTIONAL LEADERSHIP

The Instructional Supervisor

1.1 Provides direction for the district
- a. Involves appropriate staff and patrons of the district in Developing instructional/educational goals.
- b. Uses needs assessment data for setting goals.
- c. Assists the superintendent in developing long and short range goals, which include community needs and trends.

1.2 Provides for organization and management of instruction throughout the district.
- a. Ensures that instructional objectives are identified for all levels of instruction.
- b. Monitors district wide student progress toward achievement of instructional objectives.
- c. Ensures that program changes are based upon student Achievement data or other pertinent information.

1.3 Provides for implementation of performance based teacher evaluation strategies for all personnel.
- a. Informs administrative and supervisory staff of evaluation processes and expectations.
- b. Provides effective professional development training for the district's administrators and supervisors in the area of performance based teacher evaluation.
- c. Ensures that the total district staff is well informed about the evaluation processes and district expectations.
- d. Provides for periodic review of the district's evaluation system.

1.4 Provides leadership for positive instructional/educational change.
- a. Recognizes the need for improvement.
- b. Promotes a climate for improvement within the district.
- c. Ensures that the improvement processes involve the appropriate staff members.

1.5 Organizes staff development activities for the district.
- a. Involves district personnel in assessing, identifying and implementing staff development needs and activities.
- b. Ensures that staff development activities emphasize the teaching/learning process.

c. Ensures that the staff is aware of new ideas and developments in needs and activities.
c. Involves administrative and supervisory personnel in implementing staff development activities.

1.6 Communicates standards of expected performance.
a. Communicates to the staff the importance of high academic expectations of students.
b. Communicates to administrators the importance of high academic expectations of students.
c. Communicates to the community that the district has high expectations for its staff and students.

1.7 Provides leadership for curriculum development and the organization of personnel to implement the curriculum.
a. Respects the role of administrators and supervisors and strives to gain their confidence.
b. Encourages participation in professional development training.
c. Keeps administrators and supervisors fully informed on issues, needs, and operations related to the instructional program.

II. PROGRAM MANAGEMENT

The Supervisor of Instruction

2.1 Demonstrates effective administrative skills.
a. Implements administrative procedures effectively.
b. Promotes understanding among all staff of their responsibilities to the district.

2.2 Demonstrates effective communication skills.
a. Establishes effective, ongoing communication with administrators, supervisors and teachers.
b. Establishes effective lines of communication among school personnel, students, parents and community.
c. Provides district personnel with clear and concise information about the instructional program.
d. Communicates clearly, correctly, and effectively with varied audiences.

2.3 Demonstrates effective problem-solving and decision-making skills.
a. Identifies and analyzes pertinent elements in a problem situation.
b. Establishes priorities and seeks relevant data.
c. Considers alternative solutions before making decisions.

Management purposes.

4.3 Participates in professional growth activities.

a. Demonstrates a basic commitment to professional growth by participating in professional activities (professional organizations, course work, workshops, conferences, etc.).
b. Takes advantage of opportunities to learn from colleagues, staff, parents, and community.
c. Keeps abreast of current developments in the educational field (instruction, teacher evaluation, curriculum, finance, law, etc.)

CRITTENDEN COUNTY SCHOOL DISTRICT
FORMATIVE INSTRUMENT FOR DIRECTOR OF PUPIL PERSONNEL

Evaluatee_____ Grade/Content Area_____

Evaluator_____ Position_____

Date_____Number of Students_____Beginning Time_____Ending Time_____

A-Applied	NA-Not Applied	IN-Improvement Needed

Standard I: Instruction Leadership		**A**	**NA**	**IN**
1.1	Acts as liaison with local and state agencies in seeking solutions to the problems of school children.	☐	☐	☐
1.2	Provides support services to schools.	☐	☐	☐

COMMENTS:	**Overall Rating** ☐ **Meets Standard** ☐ **Does Not Meet Standard**

Standard II: Management		**A**	**NA**	**IN**
2.1	Organizes, administers and coordinates all phases of the system-wide pupil personnel.	☐	☐	☐
2.2	Carries out directives and instructions from state department of pupil attendance and pupil accounting.	☐	☐	☐
2.3	Prepares, submits, executes and amends the school calendar.	☐	☐	☐

COMMENTS:	**Overall Rating** ☐ **Meets Standard** ☐ **Does Not Meet Standard**

Standard III: Professional Relationships		A	NA	IN
3.1	Demonstrates positive, interpersonal relationships with students, parents and the community.	☐	☐	☐
3.2	Demonstrates positive, professional relationships with staff.	☐	☐	☐
3.3	Demonstrates positive, professional relationships with administrators.	☐	☐	☐

COMMENTS:	Overall Rating ☐ Meets Standard ☐ Does Not Meet Standard

Standard IV: Professional Responsibilities		A	NA	IN
4.1	Demonstrates a sense of professional responsibility.	☐	☐	☐
4.2	Participates in professional growth activities.	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

CRITTENDEN COUNTY SCHOOL DISTRICT
SUMMATIVE FORM FOR DIRECTOR OF PUPIL PERSONNEL

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

_____ _____
Evaluatee Position

_____ _____
Evaluator Position

School/Work Site_____

Date(s) of Observations 1st_____ 2nd_____ 3rd_____ 4th_____

Date(s)of Conferences 1st_____ 2nd_____ 3rd_____ 4th_____

Director of Pupil Personnel Standards:	Ratings: Meets	Does Not Meet
I. Instructional Leadership	_____	_____
II. Program Management	_____	_____
III. Professional Relationships	_____	_____
IV. Professional Responsibilities	_____	_____
Overall Rating	_____	_____

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

Evaluatee's Comments:_____

_____

_____

Evaluator's Comments:_____

_____

_____

To be signed after all information above has been completed and discussed. Appeals should be made to the Superintendent/Designee within five (5) working days of receipt of this evaluation as described in the Evaluation Plan.
I understand that signing this form indicates that I have met with the evaluator and have received a copy of this form and attachments, if applicable.

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

Employment Recommendation to Central Office:
_____ Meets administrator standards for re-employment.
_____ Meets administrator standards for re-employment with reservation/Corrective Action Plan.
_____ Does not meet administrator standards for re-employment.

Opportunities for appeal process at both the local and state levels are a part of the Crittenden County district evaluation plan.
Certified employees must make their appeals to this summative evaluation with 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.

DIRECTOR OF PUPIL PERSONNEL
STANDARDS WITH DESCRIPTORS

I. STUDENT SERVICES/PROGRAM

The Director of Pupil Personnel

1.1 Acts as liaison with local and state agencies in seeking solutions to the problems of school children.
   a. Works with authorities of the Juvenile Court in matters involving school children.
   b. Works on the identification of problems originating from broken homes, neglectful parents, economic conditions in marginal families and mental illness of parents of child.
   c. Serves as liaison between the family court and school system in cases where students have been delinquent outside school.

1.2 Provides support services to schools.
   a. Assists all principals and teachers in matters of attendance.
   b. Interprets pupil personnel policies and methods to school personnel, parents, children, and community.
   c. Works closely with teachers, school nurses, guidance counselors, and principals regarding students who are absent or tardy too frequently and who have not responded to the correction efforts made by the building principal.

II. MANAGEMENT

The Director of Pupil Personnel

2.1 Organizes, administers and coordinates all phases of the system-wide pupil personnel services.
   a. Enforces the compulsory attendance law.
   b. Checks on all non-resident pupils for contract purposes.
   c. Plans and supervises the conducting of the annual school census.

2.2 Carries out directives and instructions from State Department of Pupil Attendance and Accounting.
   a. Compiles all records relating to attendance and pupil accounting.

2.3 Prepares, submits, executes and amends the school calendar.
   a. Organizes school calendar committee.
   b. Works with school calendar committee to prepare school calendar.

III. PROFESSIONAL RELATIONSHIPS

The Director of Pupil Personnel

3.1 Demonstrates positive, professional relationships with students, parents, and the community.

a. Seeks support of parent/community to meet student needs.
b. Seeks input and involvement through patron/community relations.
c. Supports and participates in parent/community activities.

3.2 Demonstrates positive, professional relationships with staff.
a. Is visible and accessible.
b. Maintains consistent behavior when dealing with staff.
c. Seeks staff opinions and suggestions regarding school-related issues.
d. Interacts frequently with staff in a respectful, open and friendly manner.

3.3 Demonstrates positive professional relationship with other administrators.
a. Demonstrates professional courtesy.
b. Works cooperatively with colleagues.
c. Informs administrators and/or appropriate personnel of school-related matters.

IV. PROFESSIONAL RESPONSIBILIITES

The Director of Pupil Personnel

4.1 Demonstrates a sense of professional responsibility.
a. Completes duties promptly and accurately.
b. Is punctual.
c. Provides accurate data to the school district as requested for management purposes.

4.2 Participates in professional growth activities.
a. Demonstrates a basic commitment to professional growth by participating is professional activities, such as professional organizations, workshops, conferences, etc.
b. Takes advantage of opportunities to learn from colleagues, staff, parents, and community members.
c. Keeps abreast of current developments in the educational field.
d. Attends meetings and other school related programs as necessary and appropriate.

CRITTENDEN COUNTY SCHOOL DISTRICT
FORMATIVE INSTRUMENT FOR DIRECTOR OF TRANSPORTATION

Evaluatee_____ Grade/Content Area_____

Evaluator_____ Position_____

Date_____Number of Students_____Beginning Time_____Ending Time_____

A-Applied	NA-Not Applied	IN-Improvement Needed

Standard I: Instructional Leadership		**A**	**NA**	**IN**
1.1	Provides direction for the district's transportation program.	☐	☐	☐
1.2	Provides for the organization and management of the transportation program.	☐	☐	☐
1.3	Communicates information to the superintendent and all other necessary personnel.	☐	☐	☐
1.4	Provides for the implementation of processes involved in the transportation program.	☐	☐	☐
1.5	Provides positive direction and leadership to the administrative and supervisory staff.	☐	☐	☐

COMMENTS:	**Overall Rating** ☐ **Meets Standard** ☐ **Does Not Meet Standard**

Standard II: Program Management		**A**	**NA**	**IN**
2.1	Enforces all state laws and regulations concerning school transportation.	☐	☐	☐
2.2	Conforms with all state and insurance carrier safety regulations.	☐	☐	☐
2.3	Recruits, trains, and supervises all transportation personnel.	☐	☐	☐
2.4	Develops and administers the transportation program in a manner that meets all the requirements.	☐	☐	☐
2.5	Demonstrates effective administrative skills.	☐	☐	☐
2.6	Demonstrates effective communication skills.	☐	☐	☐
2.7	Demonstrates effective problem-solving and decision-making skills.	☐	☐	☐
2.8	Provides for the use and development of appropriate revenue sources.	☐	☐	☐

2.9	Assist in the development and fiscal monitoring of the transportation budget.	☐	☐	☐
2.10	Ensures that appropriate accounting and control procedures are applied to all fiscal transactions.	☐	☐	☐

COMMENTS:	Overall Rating ☐ Meets Standard ☐ Does Not Meet Standard

Standard III: Professional Relationships		A	NA	IN
3.1	Demonstrates positive, professional relationships with administrators, central office personnel, and other district employees.	☐	☐	☐
3.2	Demonstrates positive, professional relationships with students, parents, and the community.	☐	☐	☐
3.3	Provides counsel and advises the superintendent in a constructive manner.	☐	☐	☐

COMMENTS:	Overall Rating ☐ Meets Standard ☐ Does Not Meet Standard

Standard IV: Professional Responsibilities		A	NA	IN
4.1	Provides the superintendent with recommendations for district policies and procedures related to transportation.	☐	☐	☐
4.2	Assists in drafting/updating policy and procedural statements based on school transportation law and regulation changes.	☐	☐	☐
4.3	Participates in professional growth activities.	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

CRITTENDEN COUNTY SCHOOL DISTRICT
SUMMATIVE FORM FOR DIRECTOR OF TRANSPORTATION

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

_____ _____
Evaluatee Position

_____ _____
Evaluator Position

School/Work Site_____

Date(s) of Observations 1st_____ 2nd_____ 3rd_____ 4th_____

Date(s)of Conferences 1st_____ 2nd_____ 3rd_____ 4th_____

Director of Transportation Standards:	Ratings: Meets	Does Not Meet
I. Instructional Leadership	_____	_____
II. Program Management	_____	_____
III. Professional Relationships	_____	_____
IV. Professional Responsibilities	_____	_____
Overall Rating	_____	_____

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

Evaluatee's Comments:_____
_____
_____

Evaluator's Comments:_____
_____
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_____ _____ _____ _____
Evaluatee's Signature Date Evaluator's Signature Date

Employment Recommendation to Central Office:
_____ Meets administrator standards for re-employment.
_____ Meets administrator standards for re-employment with reservation/Corrective Action Plan.
_____ Does not meet administrator standards for re-employment.

Opportunities for appeal process at both the local and state levels are a part of the Crittenden County district evaluation plan.
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DIRECTOR OF TRANSPORTATION
PERFORMANCE STANDARDS WITH DESCRIPTORS

I. EDUCATIONAL LEADERSHIP

The Director of Transportation

1.1 Provides direction for the district's transportation program.
   a. Involves appropriate staff and patrons of the district in developing program.
   b. Uses objective data for determining goals.
   c. Assists the superintendent in developing long and short-range goals.

1.2 Provides for the organization and management of the transportation program.
   a. Oversees the organization and management of transportation at all levels.
   b. Monitors district wide program needs.
   c. Ensures that program changes are based on appropriate data.

1.3 Communicates information to the superintendent and all other necessary personnel.
   a. Communicates accurate and timely information about district's program to superintendent.
   b. Communicates pertinent information, policies, and procedures to district personnel.

1.4 Provides for the implementation of processes involved in the transportation program.
   a. Informs administrative and supervisory staff of necessary implementations and expectations of program.
   b. Provides effective professional development training for staff.
   c. Ensures that the total district staff is well informed about the implementation of processes.
   d. Provides for periodic review of the implementation processes.

1.5 Provides positive direction and leadership to administrative and supervisory staff.
   a. Respects the role of administrators and supervisors and strives to gain their confidence.
   b. Keeps administrators and supervisors fully informed on issues, needs, and operations of program.
   c. Encourages participation of staff in professional development training.

II. PROGRAM MANAGEMENT

The Director of Transportation

2.1 Enforces all federal and state laws and regulations concerning school transportation.
   a. Develops and implements policies and procedures to instill state laws and regulations within the district transportation plan.
   b. Makes aware to all bus drivers, principals and the public, all changes in laws and regulations, as they occur.
   c. Prepares, implements, and evaluates a plan for the management of state laws and regulations.

2.2 Conforms to all state and insurance carrier safety regulations.
   a. Distributes all insurance carrier safety materials.
   b. Provides the transportation personnel with insurance regulations that exceed the law.
   c. Promotes safety through various means, such as poster contests, supervising drills, support for drivers, checklist, etc.
   d. Develops, implements and maintains a system for insurance carrier regulations to fit within the state laws and regulations.
   e. Ensures that all buses are safe and efficient.
   f. Facilitates prompt reporting and follow-up of needed repairs.

2.3 Recruits, trains, and supervises all transportation personnel.
   a. Provides training for all drivers that would meet high standards set by the state department.
   b. Recruits qualified drivers through structured system that would include the news media.
   c. Develops and implements an effective evaluation program of all transportation personnel.
   d. Demonstrates effective screening and interview skills for selection of personnel.
   e. Implements formative evaluation of transportation personnel.
   f. Provides opportunity for transportation personnel to share ideas and concerns.
   g. Provides bus drivers an effective method for maintaining student discipline on the bus.

2.4 Develops and administers the transportation program in a manner that meets all the requirements of the instructional program.
   a. Promotes the identification of transportation needs in relation to the instructional objectives.
   b. Develops short and long-range goals.
   c. Develops goals, which reflect the district's needs for transportation.
   d. Uses needs assessment to determine data to set goals.
   e. Develops an organized system to address needs quickly, accurately, and precisely.
   f. Makes school visits to review procedures and make constructive suggestions.
   g. Conducts district meetings with bus drivers to update staff.
   h. Implements measures to promote pride in transportation system.

2.5 Demonstrates effective administrative skills.
   a. Involves the transportation personnel in the development and review of day-by-day operation procedures.
   b. Implements administrative procedures, which are clear and efficient.
   c. Promotes among all support staff, an understanding of their responsibilities to the transportation program of the district.
   d. Promotes and recognizes needed changes.
   e. Organizes operations and personnel efficiently in order to contribute to an outstanding transportation system.
   f. Completes duties promptly, on schedule, and accurately.
   g. Prioritizes tasks and functions and manages time efficiently.

2.6 Demonstrates effective communication skills.
   a. Promotes communication with school personnel, students, parents and community.
   b. Provides transportation personnel with clear and concise information about school operations.
   c. Communicates clearly, correctly, and effectively with varied audiences.

2.7 Demonstrates effective problem solving and decision-making skills.
   a. Identifies and analyzes pertinent elements in a problem situation.
   b. Establishes priorities and seeks relevant data.
   c. Considers alternative solutions before making decisions.
   d. Makes logical decisions based upon available information.

2.8 Provides for the use and development of appropriate revenue sources.
   a. Uses cost effective measures to create a safe system at a cost as low as possible.
   b. Operates a transportation system, which monitors revenue and expenditures, and verifies that expenditures are made according to transportation goals.
   c. Keeps superintendent informed of all budget regulations and mandates as set by the state.

2.9 Assists in the development and fiscal monitoring of the transportation budget.
   a. Involves other school personnel in developing budget.
   b. Delegates budget responsibilities to appropriate personnel for implementation.
   c. Ensures that all fiscal transactions occur through a budget encumbered process of fiscal management.
   d. Monitors the month-to-month expenditures in accordance with budgeted amounts.

2.10 Ensures that appropriate accounting and control procedures are applied to all fiscal transactions.
   a. Maintains appropriate inventories of entire transportation system.
   b. Ensures all fiscal transactions occur according to legally defined policies and procedures.
   c. Assists in the development of the system's reporting procedure to keep the superintendent informed about school district transactions.

III. PROFESSIONAL RELATIONSHIPS

The Director of Transportation

3.1 Demonstrates positive, professional relationships with administrators, central office personnel, and other district employees.
   a. Is visible and accessible.
   b. Maintains consistent behavior when dealing with staff.
   c. Seeks staff opinions and suggestions regarding school-related issues.
   d. Interacts frequently with staff in a respectful, open and friendly manner.

3.2 Demonstrates positive, professional relationships with students, parents, and the community.
   a. Seeks support of patrons/community to meet student needs.
   b. Seeks input and involvement through patron/community relations.

c. Supports and participates in patron/community activities.

3.3 Provides counsel and advises the superintendent in a constructive manner.
   a. Demonstrates sensitivity, understanding and respect for the role of the superintendent.
   b. Keeps the superintendent fully informed on issues, needs and operations of the transportation system.
   c. Offers professional advice to the superintendent on items requiring board action with appropriate recommendations based on thorough study and analysis.

IV. PROFESSIONAL RESPONSIBILITY

The Director of Transportation

4.1 Provides the superintendent with recommendations for district policies and procedures related to transportation.
   a. Stays informed regarding policies and regulations pertaining to transportation, so this can be relayed to the superintendent.
   b. Reviews existing policies and procedures, so as to keep the superintendent updated on current information.
   c. Gathers appropriate information, so effective policies can be adopted.

4.2 Assists in drafting/updating policy and procedural statements based on school transportation law and regulation changes.
   a. Stays informed regarding new policies and regulations.
   b. Keeps district personnel informed on any policy changes due to new laws.
   c. Involves all necessary personnel in drafting new policies and/or procedures. Drafts policies and procedural statements based on appropriate input and data.

4.3 Participate in professional growth activities.
   a. Demonstrates a basic commitment to professional growth by participating in professional activities, such as professional organizations, workshops, conferences, etc.
   b. Takes advantage of opportunities to learn from colleagues, staff, parents, and community members.
   c. Keeps abreast of current developments in the educational field.

CRITTENDEN COUNTY SCHOOL DISTRICT
FORMATIVE INSTRUMENT FOR DIRECTOR OF FACILITIES

Evaluatee_____ Grade/Content Area_____

Evaluator_____ Position_____

Date_____Number of Students_____Beginning Time_____Ending Time_____

A-Applied	NA-Not Applied	IN-Improvement Needed

Standard I: Instructional Leadership		A	NA	IN
1.1	Provides direction for the management of the district's facilities.	☐	☐	☐
1.2	Provides for the organization and management of the district's facilities.	☐	☐	☐
1.3	Communicates information to the superintendent and all other necessary personnel.	☐	☐	☐
1.4	Provides for the implementation of processes involved in the construction, repair, and/or maintenance of the district's facilities.	☐	☐	☐
1.5	Provides positive direction and leadership to the administrative and supervisory staff.	☐	☐	☐

COMMENTS:	Overall Rating ☐ Meets Standard ☐ Does Not Meet Standard

Standard II: Program Management		A	NA	IN
2.1	Prepares specifications and bid conditions for both materials and labor as required by statute.	☐	☐	☐
2.2	Ensures the maintenance and upkeep of school properties.	☐	☐	☐
2.3	Directly supervises the maintenance staff of all facilities.	☐	☐	☐
2.4	Examines the buildings owned by the district on a regular basis to determine need and priority of repairs.	☐	☐	☐
2.5	Prepares cost reports as needed.	☐	☐	☐
2.6	Consults with building level administrators regarding the establishment of regular preventative maintenance programs.	☐	☐	☐
2.7	Ensures compliance with statutes, rules and regulations relating to facilities.	☐	☐	☐
2.8	Demonstrates effective administrative skills.	☐	☐	☐

2.9	Demonstrates effective communication skills.	☐	☐	☐
2.10	Demonstrates effective problem-solving and decision-making skills.	☐	☐	☐

COMMENTS:	Overall Rating ☐ Meets Standard ☐ Does Not Meet Standard

Standard III: Professional Relationships		A	NA	IN
3.1	Demonstrates positive, professional relationships with administrators, central office personnel, and other district employees.	☐	☐	☐
3.2	Demonstrates positive, professional relationships with parents/ community.	☐	☐	☐
3.3	Provides counsel and advises the superintendent in a constructive manner.	☐	☐	☐

COMMENTS:	Overall Rating ☐ Meets Standard ☐ Does Not Meet Standard

Standard IV: Professional Responsibilities		A	NA	IN
4.1	Provides the superintendent with recommendations for district policies and procedures related to facilities.	☐	☐	☐
4.2	Assists in drafting/updating policy and procedural statements based on changes in the law and regulations regarding facilities.	☐	☐	☐
4.3	Participates in professional growth activities.	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

CRITTENDEN COUNTY SCHOOL DISTRICT
SUMMATIVE FORM FOR DIRECTOR OF FACILITIES

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

_____ _____
Evaluatee Position

_____ _____
Evaluator Position

School/Work Site_____

Date(s) of Observations 1st_____ 2nd_____ 3rd_____ 4th_____

Date(s)of Conferences 1st_____ 2nd_____ 3rd_____ 4th_____

Director of Facilities Standards:	Ratings: Meets	Does Not Meet
I. Instructional Leadership	_____	_____
II. Program Management	_____	_____
III. Professional Relationships	_____	_____
IV. Professional Responsibilities	_____	_____
Overall Rating	_____	_____

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

Evaluatee's Comments:_____
_____
_____

Evaluator's Comments:_____
_____
_____

To be signed after all information above has been completed and discussed. Appeals should be made to the Superintendent/Designee within five (5) working days of receipt of this evaluation as described in the Evaluation Plan.
I understand that signing this form indicates that I have met with the evaluator and have received a copy of this form and attachments, if applicable.

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

Employment Recommendation to Central Office:
_____ Meets administrator standards for re-employment.
_____ Meets administrator standards for re-employment with reservation/Corrective Action Plan.
_____ Does not meet administrator standards for re-employment.

Opportunities for appeal process at both the local and state levels are a part of the Crittenden County district evaluation plan.
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DIRECTOR OF FACILITIES
STANDARDS WITH DESCRIPTORS

I. EDUCATIONAL LEADERSHIP

The Director of Facilities

1.1 Provides direction for the management of the district's facilities.
   a. Involves appropriate staff and patrons of the district in assisting the board of education in developing goals and priorities involving facilities.
   b. Uses objective data to determine goals.
   c. Assists the board of education in developing long and short range goals which include community needs and trends.

1.2 Provides for the organization and management of the district's facilities.
   a. Involves appropriate staff and patrons of the district to organize and manage the district's facilities.
   b. Assists the superintendent and/or school council in hiring appropriate staff for the management of the district's facilities.

1.3 Communicates information to the superintendent and all other necessary personnel.
   a. Communicates accurate and timely information about building and ground operations to the superintendent and board of education.
   b. Communicates information, policies, and procedures about facilities to district personnel.

1.4 Provides for the implementation of processes involved in the construction, repair, and/or maintenance of the district's facilities.
   a. Keeps accurate and dated information about facilities and provides for the proper implementation of construction, repair, and/or maintenance of the district's facilities.
   b. Follows board and state guidelines concerning construction and maintenance of facilities.

1.5 Provides positive direction and leadership to the administrative and supervisory staff.
   a. Implements administrative decisions.
   b. Demonstrates commitment of administrative decisions.
   c. Keeps administrators and supervisors fully informed on issues, needs, and operations related to facilities.

II. PROGRAM MANAGEMENT

The Director of Facilities

2.1 Prepares specifications and bid conditions for both materials and labor as required by statute.
   a. Follows statute in developing bids and specifications of labor and materials.
   b. Coordinates the bid process.

2.2 Ensures the maintenance and upkeep of school property.
   a. Makes visits to the schools to review maintenance and construction projects.
   b. Conducts district wide meetings to update staff.

2.3 Directly supervises the district maintenance staff of all facilities.
   a. Ensures that the staff is aware of new ideas and developments in facilities needs and activities.
   b. Ensures that staff development activities emphasize goals and regulations of facilities.

2.4 Examines the buildings owned by the district on a regular basis to determine need and priority of repairs.
   a. Makes visits to all buildings owned by the district to review needs, maintenance, construction projects, and prepares a list of repairs that is constantly updated.
   b. Keeps the superintendent and board of education informed concerning buildings owned by the district.

2.5 Prepares cost reports as needed.
   a. Works closely with the superintendent and finance officer to maintain a working budget for maintenance and construction.
   b. Follows statute in cost reports.
   c. Keeps the superintendent and board of education informed of maintenance and construction costs.

2.6 Consults with building level administrators regarding the establishment of regular preventive maintenance programs.
   a. Provides programs for district wide maintenance staff to update materials and information.
   b. Works with school level administrators to constantly upgrade the maintenance program.

2.7 Ensures compliance with statutes, rules, and regulations relating to building and grounds.
   a. Develops a program that is in compliance with statutes, rules, and regulations relating to buildings and grounds.
   b. Keeps the superintendent, board of education, and school-level administrators informed of information, policies, and procedures relating to facilities.

2.8 Demonstrates effective administrative skills.
   a. Implements administrative procedures effectively.
   b. Prioritizes tasks and functions and manages time efficiently.
   c. Completes duties promptly, on schedule, and accurately.

III. INTERPERSONAL RELATIONSHIPS

The Director of Facilities

3.1 Demonstrates positive, professional relationships with administrators, central office personnel, and other district employees.

a. Is visible and accessible.
b. Maintains consistent behavior when dealing with staff.
c. Seeks staff opinions and feelings regarding school-related problems.
d. Interacts frequently with staff in a mutually respectful and friendly manner.

3.2 Demonstrates positive, interpersonal relationships with administrators/supervisors.
a. Demonstrates professional courtesy.
b. Works cooperatively with colleagues.
c. Shares ideas, materials, and techniques with other administrators.
d. Informs administrators and/or appropriate personnel of school-related matters.

3.3 Demonstrates positive relationships with patrons/community.
a. Seeks support of patrons/community to meet student needs.
b. Seeks input and involvement through patron/community relations.

IV. PROFESSIONAL RELATIONSHIPS

The Director of Facilities

4.1 Provides the superintendent with recommendations for development of district policies and procedures related facilities.
a. Reviews existing policies and procedures and makes recommendations to the superintendent for necessary revision of any fiscal changes.
b. Drafts policy and procedure statements for the superintendent based on appropriate data.
c. Provides appropriate input to the superintendent form personnel affected by proposed policies.
d. Gathers appropriate information so effective policies can be adopted.

4.2 Assists in drafting/updating policy procedural statements based on changes in the law and regulations regarding facilities.
a. Keeps informed on any changes relating to fiscal regulations.
b. Works closely with superintendent on any changes in policy required by any fiscal changes.
c. Keeps district personnel informed on any policy changes due to new fiscal regulations.

4.3 Participates in professional growth activities.
a. Demonstrates a basic commitment to professional growth by participating in professional activities (professional organizations, course work, workshops, conferences, etc.).
b. Takes advantage of opportunities to learn from colleagues, staff, parents, and community.
c. Keeps abreast of current developments in the field of facilities business management and is knowledgeable in other educational fields (instruction, teacher evaluation, curriculum, law, etc.).

CRITTENDEN COUNTY SCHOOL DISTRICT
FORMATIVE INSTRUMENT FOR TECHNOLOGY COORDINATOR

Evaluatee_____ Grade/Content Area_____

Evaluator_____ Position_____

Date_____Number of Students_____Beginning Time_____Ending Time_____

A-Applied	NA-Not Applied	IN-Improvement Needed

Standard I: Instructional Leadership		A	NA	IN
1.1	Provides direction for the district's technology program.	☐	☐	☐
1.2	Provides for the organization and management of the technology program.	☐	☐	☐
1.3	Communicates information to the superintendent and all other necessary personnel.	☐	☐	☐
1.4	Provides for the implementation of processes involved in the technology program.	☐	☐	☐
1.5	Provides positive direction and leadership to the administrative and supervisory staff.	☐	☐	☐

COMMENTS:	Overall Rating ☐ Meets Standard ☐ Does Not Meet Standard

Standard II: Program Management		A	NA	IN
2.1	Develops and implements the technology budget based upon established priorities and consistent with fiscal practices.	☐	☐	☐
2.2	Ensures that appropriate accounting and control procedures are applied to all fiscal transactions.	☐	☐	☐
2.3	Ensures compliance with statutes, rules, and regulations relating to technology programs.	☐	☐	☐
2.4	Compiles and maintains all reports as mandated.	☐	☐	☐
2.5	Demonstrates effective administrative skills.	☐	☐	☐
2.6	Demonstrates effective communication skills.	☐	☐	☐

2.7	Demonstrates effective problem-solving and decision-making skills.	☐	☐	☐

COMMENTS:	Overall Rating ☐ Meets Standard ☐ Does Not Meet Standard

Standard III: Professional Relationships		A	NA	IN
3.1	Demonstrates positive, professional relationships with administrators, central office personnel, and other district employees.	☐	☐	☐
3.2	Demonstrates positive, professional relationships with students, parents, and the community.	☐	☐	☐
3.3	Provides counsel and advises the superintendent in a constructive manner.	☐	☐	☐

COMMENTS:	Overall Rating ☐ Meets Standard ☐ Does Not Meet Standard

Standard IV: Professional Responsibilities		A	NA	IN
4.1	Provides the superintendent with recommendations for district policies and procedures related to technology.	☐	☐	☐
4.2	Assists in drafting/updating policy and procedural statements based on state and federal regulations.	☐	☐	☐
4.3	Participates in professional growth activities.	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

CRITTENDEN COUNTY SCHOOL DISTRICT
SUMMATIVE FORM FOR TECHNOLOGY COORDINATOR

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

_____ _____
Evaluatee Position

_____ _____
Evaluator Position

School/Work Site_____

Date(s) of Observations 1st_____ 2nd_____ 3rd_____ 4th_____

Date(s)of Conferences 1st_____ 2nd_____ 3rd_____ 4th_____

Technology Coordinator Standards:	Ratings: Meets	Does Not Meet
I. Instructional Leadership	_____	_____
II. Program Management	_____	_____
III. Professional Relationships	_____	_____
IV. Professional Responsibilities	_____	_____
Overall Rating	_____	_____

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

Evaluatee's Comments:_____
_____
_____

Evaluator's Comments:_____
_____
_____

To be signed after all information above has been completed and discussed. Appeals should be made to the Superintendent/Designee within five (5) working days of receipt of this evaluation as described in the Evaluation Plan.
I understand that signing this form indicates that I have met with the evaluator and have received a copy of this form and attachments, if applicable.

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

Employment Recommendation to Central Office:
_____ Meets administrator standards for re-employment.
_____ Meets administrator standards for re-employment with reservation/Corrective Action Plan.
_____ Does not meet administrator standards for re-employment.

Opportunities for appeal process at both the local and state levels are a part of the Crittenden County district evaluation plan.
Certified employees must make their appeals to this summative evaluation with 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.

TECHNOLOGY COORDINATOR
STANDARDS WITH DESCRIPTORS

I. EDUCATIONAL LEADERSHIP

The Technology Coordinator

1.1 Provides direction for the district's technology program.
   a. Involves appropriate staff and patrons of the district in developing program.
   b. Uses objective data for determining goals.
   c. Assists the superintendent in development of long and short-range goals.

1.2 Provides for the organization and management of the technology program.
   a. Ensures that objectives are identified in the district and schools' technology plans.
   b. Coordinates the development of a flexible plan for incorporating technology into the instructional and administrative processes through-out the district.
   c. Promotes the uses of technology to insure that the primary focus of technology is student learning.
   d. Monitors progress toward the achievement of objectives.

1.3 Communicates information to the superintendent and all other necessary personnel.
   a. Communicates accurate and timely information about district's technology program to superintendent.
   b. Communicates information, policies, and procedures about technology to the district personnel.

1.4 Provides for the implementation of processes involved in the technology program.
   a. Insures that the total district staff is well informed about the implementation of processes.
   b. Maintains knowledge of instructional research, trends, innovations and resources concerning the use of technology in the schools.
   c. Cooperates in the planning of technology related professional development for administrators, teachers, and support personnel.
   d. Assists school technology leaders in developing and implementing school level technology plans.

1.5 Provides positive direction and leadership to administrative and supervisory staff.
   a. Respects the role of administrators and supervisors and strives to gain their confidence.
   b. Keeps administrators and supervisors fully informed on issues, needs, and operations of technology program.
   c. Encourages participation of staff in professional development training.

II. PROGRAM MANAGEMENT

The Technology Coordinator

2.1 Develops and implements the technology budget based upon established priorities and consistent with fiscal practices.
   a. Involves other school personnel in developing budget.
   b. Ensures that all fiscal transactions occur through a budget encumbered process of fiscal management.
   c. Monitors the month-to-month expenditures in accordance with budgeted amounts.

2.2 Ensures that appropriate accounting and control procedures are applied to all fiscal transactions.
   a. Maintains appropriate inventories of KETS system.
   b. Ensures all fiscal transactions occur according to legally defined policies and procedures.
   c. Assists in the development of the system's reporting procedure to keep the superintendent informed about school district technology transactions.

2.3 Ensures compliance with statutes, rules, and regulations relating to technology programs.
   a. Reviews federal and state technology rules and regulations.
   b. Interprets statutes, rules and regulations relating to technology.
   c. Advises program administrators and principals of new and/or changing statutes rules and regulations.

2.4 Compiles and maintains all reports as mandated.
   a. Compiles and submits all required KETS reports at least annually.
   b. Compiles and submits federal technology grant reports.

2.5 Demonstrates effective administrative skills.
   a. Implements administrative procedures effectively.
   b. Completes duties promptly, on schedule, and accurately.
   c. Prioritizes tasks and functions and manages time efficiently.

2.6 Demonstrates effective communication skills.
   a. Promotes communication with school personnel, students, parents and community.
   b. Communicates clearly, correctly, and effectively with varied audiences.
   c. Provides district and school personnel with clear and concise information about the technology program.

2.7 Demonstrates effective problem-solving and decision-making skills.
   a. Identifies and analyzes pertinent elements in a problem situation.
   b. Establishes priorities and seeks relevant data.
   c. Considers alternative solutions before making decisions.
   e. Makes logical decisions based upon available information.

III. PROFESSIONAL RELATIONSHIPS

The Technology Coordinator

3.1. Demonstrates positive, professional relationships with administrators, central office personnel, and other district employees.
   a. Is visible and accessible.
   b. Communicates expectations to staff.
   c. Maintains consistent behavior when dealing with staff.
   d. Seeks staff opinions and concerns regarding school related issues.
   e. Interacts frequently with staff in a respectful, open and friendly manner.

3.2 Demonstrates positive, professional relationships with students, parents, and the community.
   a. Seeks support of patrons/community to meet student needs.
   b. Seeks input and involvement through patron/community relations.
   c. Supports and participates in patron/community activities.

3.3 Provides counsel and advises the superintendent in a constructive manner.
   a. Demonstrates sensitivity, understanding, and respect for the role of superintendent.
   b. Keeps the superintendent fully informed on issues, needs, and operations of the technology program.
   c. Offers professional advice to the superintendent on items requiring board actions, with appropriate recommendations based on thorough study and analysis.
   d. Acts as a resource person for issues presented to the board of education.

IV. PROFESSIONAL RESPONSIBILITY

The Technology Coordinator

4.1 Provides the superintendent with recommendations for district policies and procedures related to technology.
   a. Reviews existing policies and procedures and makes recommendations to the superintendent for necessary revision of any fiscal changes.
   b. Drafts policy and procedure statements for the superintendent based on appropriate data.
   c. Provides appropriate input to the superintendent from personnel affected by proposed policies.
   d. Gathers appropriate information so effective policies can be adopted.

4.2 Assists in drafting/updating policy and procedural statements based on state and federal regulations.
   a. Keeps informed on any changes relating to technology regulations.
   b. Works closely with the superintendent on any changes in policy.
   c. Keeps district personnel informed on any policy changes.

4.3 Participates in professional growth activities.

a. Demonstrates a basic commitment to professional growth by participating in professional activities (professional organizations, course work, workshops, conferences, etc.)
b. Takes advantage of opportunities to learn from colleagues, staff, patrons, and community.
c. Keeps abreast of current development in the field of technology and is knowledgeable in other education fields.

CRITTENDEN COUNTY SCHOOL DISTRICT
FORMATIVE INSTRUMENT FOR FOOD SERVICE DIRECTOR

Evaluatee_____ Grade/Content Area_____

Evaluator_____ Position_____

Date_____Number of Students_____Beginning Time_____Ending Time_____

A-Applied	NA-Not Applied	IN-Improvement Needed

Standard I: Instructional Leadership		A	NA	IN
1.1	Provides direction for the district's food service program.	☐	☐	☐
1.2	Provides for the organization and management of the food service program.	☐	☐	☐
1.3	Communicates information to the superintendent and all other necessary personnel.	☐	☐	☐
1.4	Provides for the implementation of processes involved in the food service program.	☐	☐	☐
1.5	Provides positive direction and leadership to the administrative and supervisory staff.	☐	☐	☐

COMMENTS:	Overall Rating ☐ Meets Standard ☐ Does Not Meet Standard

Standard II: Program Management		A	NA	IN
2.1	Develops and implements the food service budget	☐	☐	☐
2.2	Ensures that appropriate accounting and control procedures are applied to all fiscal transactions.	☐	☐	☐
2.3	Ensures the participation in the federal funded feeding program.	☐	☐	☐
2.4	Prepares specifications and bid conditions for food service items.	☐	☐	☐
2.5	Provides training and supervision of school food service managers.	☐	☐	☐
2.6	Demonstrates effective administrative skills.	☐	☐	☐
2.7	Demonstrates effective communication skills.	☐	☐	☐
2.8	Demonstrates effective problem-solving and decision-makings skills.	☐	☐	☐

2.9	Compiles and maintains all reports as mandated.	☐	☐	☐
2.10	Ensures compliance with statutes, rules and regulations relating the food service program.	☐	☐	☐

COMMENTS:	Overall Rating ☐ Meets Standard ☐ Does Not Meet Standard

Standard III: Professional Relationships		A	NA	IN
3.1	Demonstrates positive, professional relationships with administrators, central office personnel, and other district employees.	☐	☐	☐
3.2	Demonstrates positive, professional relationships with parents/ community.	☐	☐	☐
3.3	Provides counsel and advises the superintendent in a constructive manner.	☐	☐	☐

COMMENTS:	Overall Rating ☐ Meets Standard ☐ Does Not Meet Standard

Standard IV: Professional Responsibilities		A	NA	IN
4.1	Provides the superintendent with recommendations for district policies and procedures related to food service.	☐	☐	☐
4.2	Assists in drafting/updating policy and procedural statements based on food service law and regulation changes.	☐	☐	☐
4.3	Participates in professional growth activities.	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

CRITTENDEN COUNTY SCHOOL DISTRICT
SUMMATIVE FORM FOR FOOD SERVICE DIRECTOR

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

_____ _____
Evaluatee Position

_____ _____
Evaluator Position

School/Work Site_____

Date(s) of Observations 1st_____ 2nd_____ 3rd_____ 4th_____

Date(s)of Conferences 1st_____ 2nd_____ 3rd_____ 4th_____

Food Service Director Standards:	Ratings: Meets	Does Not Meet
I. Instructional Leadership	_____	_____
II. Program Management	_____	_____
III. Professional Relationships	_____	_____
IV. Professional Responsibilities	_____	_____
Overall Rating	_____	_____

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

Evaluatee's Comments:_____
_____
_____

Evaluator's Comments:_____
_____
_____

To be signed after all information above has been completed and discussed. Appeals should be made to the Superintendent/Designee within five (5) working days of receipt of this evaluation as described in the Evaluation Plan.
I understand that signing this form indicates that I have met with the evaluator and have received a copy of this form and attachments, if applicable.

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

Employment Recommendation to Central Office:
_____ Meets administrator standards for re-employment.
_____ Meets administrator standards for re-employment with reservation/Corrective Action Plan.
_____ Does not meet administrator standards for re-employment.

Opportunities for appeal process at both the local and state levels are a part of the Crittenden County district evaluation plan.
Certified employees must make their appeals to this summative evaluation with 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.

FOOD SERVICE DIRECTOR
STANDARDS WITH DESCRIPTORS

I. EDUCATIONAL LEADERSHIP

The Food Service Director

1.1 Provides direction for the management of the district food service program.
   a. Involves appropriate staff and patrons of the district in developing goals for the food service.
   b. Uses objective data to determine goals.
   c. Assists the superintendent in developing short and long range goals which include community needs and trends.

1.2 Provides for the organization and management of the food service program.
   a. Ensures that objectives are identified in all school food service programs.
   b. Monitors progress toward the achievement of objectives.
   c. Ensures that changes in the program are based upon sound food service practices.

1.3 Communicates information to the superintendent and all other necessary personnel.
   a. Communicates accurate and timely information about district food service operations to the superintendent.
   b. Communicates information, policies, and procedures about food service operations to district personnel.

1.4 Provides for the implementation of processes involved in the food service program.
   a. Informs lunchroom managers of correct procedures and processes.
   b. Provides effective training for managers.
   c. Ensures that all district food service staff is informed about procedures and processes.

1.5 Provides positive direction and leadership to the administrative and supervisory staff.
   a. Recognizes the need for improvement.
   b. Promotes a climate for improvement.
   c. Ensures the improvement processes involve the appropriate staff members..

II. PROGRAM MANAGEMENT

The Food Service Director

2.1 Develops and implements the food service budget.
   a. Reviews and evaluates all requests and recommendations for the purchase of new and replacement equipment.
   b. Applies for government surplus foods for school use and distributes and transfers such foods.

2.2 Ensures that appropriate accounting and control procedures are applied to all fiscal transactions.
   a. Assists in the development of a systemic reporting procedure to keep the superintendent informed about food service transactions.
   b. Maintains an inventory in each school.
   c. Standardizes school accounting procedures in cooperation with the district's finance officer.

2.3 Ensures the participation in the federal funded feeding program.
   a. Prepares all applications for federally subsidized food service program funds.
   b. Standardizes portion size to meet federal guidelines.
   c. Requires compliance with federal food group regulations.

2.4 Prepares specifications and bid conditions for food service items.
   a. Standardizes specifications for all bid items.
   b. Administers the bid process with integrity.
   c. Allows input from school food service managers about the quality of services provided by various companies.

2.5 Provides training and supervision of school food service managers.
   a. Administers board personnel policies.
   b. Makes visits to schools to review the procedures and makes constructive suggestions if needed.
   c. Conducts district wide food service meetings when necessary to update staff.

2.6 Demonstrates effective administrative skills
   a. Implements administrative procedures effectively.
   b. Promotes understanding among all staff of their responsibilities to the district.

2.7 Demonstrates effective communication skills.
   a. Establishes effective line of communication with school personnel, students, parents, and community.
   b. Provides food service personnel with clear, concise information about the food service program.
   c. Communicates clearly, correctly and effectively with varied audiences.

2.8 Demonstrates effective problem-solving and decision-making skills.
   a. Identifies and analyzes pertinent elements in a problem situation.
   b. Establishes priorities and seeks relevant data.
   c. Considers alternative solutions before making decisions.
   d. Makes logical decisions based upon available information.

2.9 Compiles and maintains all reports as mandated.
   a. Completes all reports in a timely manner.
   b. Completes all reports accurately.
   c. Uses state mandates to determine the amount of time records must be retained.

2.10 Ensures compliance with statutes, rules and regulations relating to the food service program.
   a. Develops procedures so food service staff is aware of current states, rules, and regulations.
   b. Ensures local district policies relating to school district procedures are implemented.
   c. Cooperates with health and safety officials in maintaining high standards.
   d. Maintains a professional awareness of current literature relating to food service including a working knowledge of all state and federal law, board policy and administrative procedures.

III. INTERPERSONAL RELATIONSHIPS

The Food Service Director

3.1 Demonstrates positive, professional relationships with administrators, central office personnel, and other district employees.
   a. Is visible and accessible.
   b. Communicates expectations to staff.
   c. Maintains consistent behavior when dealing with staff.
   d. Seeks staff opinions and concerns regarding school related issues.
   e. Interacts frequently with staff in a respectful, open and friendly manner.

3.2 Demonstrates positive, interpersonal relationships with patrons/community.
   a. Seeks input and involvement through patron/community relations.
   b. Supports and participates in patron/community activities.
   c. Seeks support of business sector to meet the needs of the district.
   d. Interacts effectively with appropriate local, state, and federal authorities.

3.3 Provides counsel and advises the superintendent in a constructive manner.
   a. Demonstrates sensitivity, understanding, and respect for the role of superintendent.
   b. Keeps the superintendent fully informed on issues, needs, and operations of the food service program.
   c. Offers professional advice to the superintendent on items requiring board action, with appropriate recommendations based on thorough study and analysis.
   d. Acts as a resource person for issues presented to the board of education.

IV. PROFESSIONAL RELATIONS

The Food Service Director

4.1 Provides the superintendent with recommendations for district policies and procedures related to food service.
   a. Reviews existing policies and procedures and makes recommendations to the superintendent for necessary revision of any fiscal changes.
   b. Drafts policy and procedure statements for the superintendent based on appropriate data.

c. Provides appropriate input to the superintendent from personnel affected by proposed policies.
d. Gathers appropriate information so effective policies can be adopted.

4.2 Assists in drafting/updating policy procedural statements based on food service law and regulation changes.
a. Keeps informed on any changes relating to food service regulations.
b. Works closely with superintendent on any changes in policy.
c. Keeps district personnel informed on any policy changes.

4.3 Participates in professional growth activities.
a. Demonstrates a basic commitment to professional growth by participating in professional activities (professional organizations, course work, workshops, conferences, etc.).
b. Takes advantage of opportunities to learn from colleagues, staff, patrons, and community.
c. Keeps abreast of current developments in the field of food service and is knowledgeable in other education fields.

CRITTENDEN COUNTY SCHOOL DISTRICT
FORMATIVE INSTRUMENT FOR FEDERAL-STATE PROGRAM COORDINATOR'S

Evaluatee_____ Grade/Content Area_____

Evaluator_____ Position_____

Date_____Number of Students_____Beginning Time_____Ending Time_____

A-Applied	NA-Not Applied	IN-Improvement Needed

Standard I: Instructional Leadership		A	NA	IN
1.1	Provides direct supervision of federally funded programs on a regular basis.	☐	☐	☐
1.2	Works directly with principals, program teachers and staff members, and regular classroom teachers at the school and district level in a continual effort to maintain quality federal programs.	☐	☐	☐

COMMENTS:	Overall Rating ☐ Meets Standard ☐ Does Not Meet Standard

Standard II: Program Management		A	NA	IN
2.1	Provides for organization of federal programs services throughout the district.	☐	☐	☐
2.2	Develops and implements the federal programs budgets based upon established priorities and consistent with sound fiscal practices.	☐	☐	☐
2.3	Ensures that all appropriate accounting and control procedures are applied to all fiscal transactions.	☐	☐	☐
2.4	Oversees purchasing of equipment and materials with various federal funds.	☐	☐	☐

COMMENTS:	Overall Rating ☐ Meets Standard ☐ Does Not Meet Standard

Standard III: Professional Relationships		A	NA	IN
3.1	Demonstrates positive, professional relationships with staff.	☐	☐	☐
3.2	Demonstrates positive, professional relationships with other administrators and coordinators.	☐	☐	☐
3.3	Demonstrates positive professional relationships with parents/community.	☐	☐	☐

COMMENTS:	Overall Rating ☐ Meets Standard ☐ Does Not Meet Standard

Standard IV: Professional Responsibilities		A	NA	IN
4.1	Demonstrates a sense of professional responsibility.	☐	☐	☐
4.2	Participates in professional development activities to continually upgrade skills.	☐	☐	☐
4.3	Provides leadership for positive change in federal programs.	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

CRITTENDEN COUNTY SCHOOL DISTRICT
SUMMATIVE FORM FOR FEDERAL- STATE PROGRAM COORDINATOR'S

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

_____ _____
Evaluatee Position

_____ _____
Evaluator Position

School/Work Site_____

Date(s) of Observations 1st_____ 2nd_____ 3rd_____ 4th_____

Date(s)of Conferences 1st_____ 2nd_____ 3rd_____ 4th_____

Federal Programs Coordinator Standards:	Ratings: Meets	Does Not Meet
I. Instructional Leadership	_____	_____
II. Program Management	_____	_____
III. Professional Relationships	_____	_____
IV. Professional Responsibilities	_____	_____
Overall Rating	_____	_____

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

Evaluatee's Comments:_____
_____
_____

Evaluator's Comments:_____
_____
_____

To be signed after all information above has been completed and discussed. Appeals should be made to the Superintendent/Designee within five (5) working days of receipt of this evaluation as described in the Evaluation Plan.
I understand that signing this form indicates that I have met with the evaluator and have received a copy of this form and attachments, if applicable.

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

Employment Recommendation to Central Office:
_____ Meets administrator standards for re-employment.
_____ Meets administrator standards for re-employment with reservation/Corrective Action Plan.
_____ Does not meet administrator standards for re-employment.

Opportunities for appeal process at both the local and state levels are a part of the Crittenden County district evaluation plan.
Certified employees must make their appeals to this summative evaluation with 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.

FEDERAL-STATE PROGRAM COORDINATOR'S STANDARDS WITH DESCRIPTORS

I. INSTRUCTIONAL DUTIES

The Federal-State Program Coordinator's

1.1 Provides direct supervision of federally funded programs on a regular basis.
   a. Designs and maintains a structured curriculum, when appropriate, for all federally funded programs.
   b. Coordinated the federal program testing and included test data and its utilization for program improvement.

1.2 Works directly with principals, program teachers and staff members, and regular classroom teachers at the school and district level in a continual effort to maintain quality federal programs.
   a. Assists applicable staff members in maintaining a complying system of parental involvement, when appropriate, in programs.
   b. Provides professional development/staff development opportunities for program staffs.
   c. Visits all teachers teaching in federally funded programs, makes necessary observations to contribute to primary evaluator when asked to do so.

II. PROGRAM MANAGEMENT

The Federal-State Program Coordinator's

2.1 Provides for organization of federal programs service throughout the district.
   a. Assists the superintendent in preparing the annual Federal Program applications and evaluations.
   b. Advises the Superintendent of the operation of federal programs.
   c. Informs the Superintendent of the effects of current and impending federal legislations.
   d. Assists in formulating necessary Board Policy as related to the programs.
   e. Reports to the Board of Education as required on the status of the programs.

2.2 Develops and implements the federal program budgets based upon established priorities and consistent with sound fiscal practices.
   a. Involves other school personnel in developing budget.
   b. Ensures that all fiscal transactions occur through a budgeted encumbered process of fiscal management.
   c. Monitors the month-to-month expenditures in accordance with budgeted amounts.

2.3 Ensures that appropriate accounting and control procedures are applied to all fiscal transactions.
   a. Maintains a record system that includes inventory of equipment and materials.
   b. Ensures all fiscal transactions occur according to legally defined policies and procedures.

2.4 Oversees purchasing of equipment and materials with various federal funds.
   a. Works with staff on the selection of materials and equipment.
   b. Supervises the ordering of materials, payment for and distribution of the same.
   c. Maintains a record system that includes inventory of equipment and materials.

III. PROFESSIONAL RELATIONSHIPS

The Federal Programs Coordinator

3.1 Demonstrates positive professional relationships with staff.
   a. Is visible and accessible.
   b. Maintains consistent behavior when dealing with staff.
   c. Seeks staff opinions and concerns regarding school-related problems.
   d. Interacts frequently with staff in a mutually respectful and friendly manner.

3.2 Demonstrates positive professional relationships with other administrators and coordinators.
   a Demonstrates professional courtesy.
   b. Works cooperatively with colleagues.
   c. Shares ideas, materials, and techniques with other administrators.
   d. Informs administrators and or appropriate personnel of school-related matters.

3.3 Demonstrates positive professional relationships with parents/community.
   a. Seeks support of parents/community to meet student needs.
   b. Seeks input and involvement through parent/community relations.
   c. Supports and participates in parents/community activities.

IV. PROFESSIONAL RESPONSIBILITIES

4.1 Demonstrates a sense of professional responsibility.
   a. Completes duties promptly and accurately.
   b. Is punctual.
   c. Provides accurate data to the school district as requested for management purposes.

4.2 Participates in professional development activities to continually upgrade skills.
   a. Attends all required/related meetings, conferences, etc.
   b. Visits other like-funded programs as part of a continuous effort to improve the local district programs.

4.3 Provides leadership for positive change in federal programs.
   a. Serves as primary contact person in communication with other districts.
   b. Works to implement the programs and activities of KEA in the school and community.

CRITTENDEN COUNTY SCHOOL DISTRICT
FORMATIVE INSTRUMENT FOR DIRECTOR OF SPECIAL EDUCATION

Evaluatee_____ Grade/Content Area_____

Evaluator_____ Position_____

Date_____Number of Students_____Beginning Time_____Ending Time_____

A-Applied	NA-Not Applied	IN-Improvement Needed

Standard I: Instructional Leadership		**A**	**NA**	**IN**
1.1	Provides direction for the district's special education program.	☐	☐	☐
1.2	Ensures implementation of the process of special education in the district.	☐	☐	☐
1.3	Provides for organization of special education services throughout the district.	☐	☐	☐
1.4	Provides leadership for positive change in special education programs.	☐	☐	☐
1.5	Provides for effective recruitment, selection and assignment of district special education.	☐	☐	☐

COMMENTS:	**Overall Rating** ☐ **Meets Standard** ☐ **Does Not Meet Standard**

Standard II: Program Management		**A**	**NA**	**IN**
2.1	Provides for effective day-to-day operation of the special education program.	☐	☐	☐
2.2	Demonstrates effective problem-solving, decision-making, and conflict-resolution skills.	☐	☐	☐
2.3	Demonstrates effective organization skills.	☐	☐	☐
2.4	Provides for use and development of special education revenue sources.	☐	☐	☐

COMMENTS:	**Overall Rating** ☐ **Meets Standard** ☐ **Does Not Meet Standard**

Standard III: Professional Relationships		A	NA	IN
3.1	Demonstrates positive, professional relationships with district personnel.	☐	☐	☐
3.2	Demonstrates positive relationships with parents/community.	☐	☐	☐
3.3	Demonstrates positive professional relationships with other administrators.	☐	☐	☐

COMMENTS:	Overall Rating ☐ Meets Standard ☐ Does Not Meet Standard

Standard IV: Professional Responsibilities		A	NA	IN
4.1	Demonstrates a knowledge of the legal basis for special education.	☐	☐	☐
4.2	Provides recommendations for the development and adoption of district policies and procedures to ensure compliance with all special education requirements.	☐	☐	☐
4.3	Provides for effective implementation of district policies and procedures that ensure compliance with all special education requirements.	☐	☐	☐
4.4	Participates in professional growth activities.	☐	☐	☐
4.5	Demonstrates a sense of professional responsibility.	☐	☐	☐

COMMENTS:	OVERALL RATING ☐ Meets Standard ☐ Does Not Meet Standard

CRITTENDEN COUNTY SCHOOL DISTRICT
SUMMATIVE FORM FOR DIRECTOR OF SPECIAL EDUCATION

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

_____ _____
Evaluatee Position

_____ _____
Evaluator Position

School/Work Site_____

Date(s) of Observations 1st_____ 2nd_____ 3rd_____ 4th_____

Date(s)of Conferences 1st_____ 2nd_____ 3rd_____ 4th_____

Director of Special Education Standards:	Ratings: Meets	Does Not Meet
I. Instructional Leadership	_____	_____
II. Program Management	_____	_____
III. Professional Relationships	_____	_____
IV. Professional Responsibilities	_____	_____
Overall Rating	_____	_____

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

Evaluatee's Comments:_____
_____
_____

Evaluator's Comments:_____
_____
_____

To be signed after all information above has been completed and discussed. Appeals should be made to the Superintendent/Designee within five (5) working days of receipt of this evaluation as described in the Evaluation Plan.
I understand that signing this form indicates that I have met with the evaluator and have received a copy of this form and attachments, if applicable.

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

Employment Recommendation to Central Office:
_____ Meets administrator standards for re-employment.
_____ Meets administrator standards for re-employment with reservation/Corrective Action Plan.
_____ Does not meet administrator standards for re-employment.

Opportunities for appeal process at both the local and state levels are a part of the Crittenden County district evaluation plan.
Certified employees must make their appeals to this summative evaluation with 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.

SPECIAL EDUCATION DIRECTOR
STANDARDS WITH DESCRIPTORS

I. EDUCATIONAL LEADERSHIP

The Director of Special Education

1.1 Provides direction for the district's special education program.
   a. Assumes responsibility for the operation of special education programs to the extent required by and pursuant to a plan which has been approved by the State Department of Education.
   b. Assumes responsibility for compiling, maintaining and filing all reports, records and other documents legally required or administratively useful.

1.2 Ensures implementation of the process of special education in the district.
   a. Administers and coordinates a comprehensive education program for the exceptional school age child which includes education for the physically disabled, communication disordered, the mentally disabled, specific learning disabilities, the emotionally disturbed, multiple disabled and traumatic brain injured, autistic and any other disability that according to federal and state laws and regulations would qualify a child for Special Education services.
   b. Serves as a liaison to the Director of Transportation regarding requirements for transportation of special education students.

1.3 Provides for organization of special education services throughout the district.
   a. Provides for management of special education instruction.
   b. Assists in the adaptation of school, school system policies and procedures to meet special education needs and to ensure adherence to federal and state legal requirements for special education students.
   c. Develops and initiates programs for continuous identification of exceptional children.
   d. Establishes procedures for placement, evaluation, assignment and reevaluations of students with regard to the special education services program according to SEA guidelines and federal legal requirements.
   e. Develops and monitors a system for maintenance of complete, accurate, and cumulative individual records of all children receiving special services or enrolled in special classes.
   f. Assures confidentiality of all students being served.

1.4 Provides leadership for positive change in special education programs.
   a. Serves as primary contact person in communication with other service programs, agencies and other advocacy groups, etc.
   b. Works to implement the programs and activities of KRA in the school and community.

1.5 Provides for effective leadership of district special education personnel.
   a. Provides for effective recruitment, selection and assignment of district special education personnel.
   b. Promotes appropriate staff development in special education.
   c. Communicates standards of expected performance.

II. PROGRAM MANAGEMENT

The Director of Special Education

2.1 Provides for effective day-to-day operation of the special education program.
   a. Ensures that instructional facilities for the special education program are conducive to meeting IEP goals and objectives.
   b. Interprets regulations and serves as a consultant to special education teachers, principals, guidance counselors, parents and regular teachers.
   c. Promotes a positive school climate as part of a cooperative district effort.

2.2 Demonstrates effective problem-solving, decision-making, and conflict-resolution skills.
   a. Identifies and analyzes pertinent elements in a problem situation.
   b. Establishes priorities and seeks relevant data.
   c. Considers alternative solutions before making decisions.
   d. Makes logical decisions based upon available information.

2.3 Demonstrates effective organizational skills.
   a. Manages time efficiently.
   b. Prioritizes tasks and functions.
   c. Uses resources in an optimal manner.
   d. Delegates responsibility and authority when appropriate.
   e. Completes duties promptly, on schedule, and accurately.

2.4 Provides for use and development of special education revenue sources.
   a. Develops a special education budget based upon established priorities and consistent with fiscal practices.
   b. Ensures compliance with statutes, rules, and regulations relating to special education funding.

III. PROFESSIONAL RELATIONSHIOPS

The Director of Special Education

3.1 Demonstrates positive professional relationships with district personnel.
   a. Is visible and accessible.
   b. Maintains consistent behavior when dealing with staff.
   c. Seeks staff opinions and concerns regarding school-related problems.
   d. Interacts frequently with staff in a mutually respectful and friendly manner.

3.2 Demonstrates positive professional relationships with patrons/community.
   a. Seeks support of patrons/community to meet student needs.
   b. Seeks input and involvement through patron/community relations.
   c. Supports and participates in patron/community activity.

3.3 Demonstrates positive relationships with other administrators.
   a. Demonstrates professional courtesy.
   b. Works cooperatively with colleagues.
   c. Shares ideas, materials, and techniques with other administrators.

IV. PROFESSIONAL RESPONSIBILITIES

The Director of Special Education

4.1 Demonstrates a knowledge of the legal basis for special education.
   a. Provides recommendations for the development and adoption of district policies to ensure compliance with all special education requirements.
   b. Provides recommendations for the development and adoption of district procedures to ensure compliance with all special education requirements.

4.2 Provides for effective implementation of district policies and procedures that ensure compliance with all special education requirements.
   a. Develops and maintains the necessary written policies to comply with regulations pertaining to special education law.
   b. Develops and maintains the necessary written procedures to comply with regulations pertaining to special education law.

4.3 Participates in professional growth activities.
   a. Demonstrates a basic commitment to professional growth by participating in professional activities (professional organizations, course work, workshops, conference, etc.)
   b. Takes advantage of opportunities to learn from colleagues, staff, parents, and community.
   c. Keeps abreast of current research findings in the special education field. (instruction, teacher evaluation, curriculum, finance, law, etc.)

4.4 Demonstrates a sense of professional responsibility.
   a. Completes duties promptly and accurately.
   b. Is punctual.
   c. Provides accurate data to the school district as requested for management purposes.

FORMS

For Assistance

Crittenden County Schools

MENTORING LOG

(form should be completed at each meeting)

TEACHER'S NAME _____

DATE OF MEETING _____

Standards to be addressed _____

Team members present

_____ _____

_____ _____

_____ _____

Summary of meeting:

Recommendations:

Next meeting _____

_____ **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 behavior.

INDIVIDUAL CORRECTIVE ACTION PLAN (INTENSIVE ASSISTANCE)
For

_____

Date _____ Work Site _____

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

Evaluatee's Comments:

Evaluator's Comments:

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

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

INSTRUCTIONS FOR COMPLETING THE CORRECTIVE ACTION PLAN

The plan is to be completed by the evaluator with discussion and assistance from the evaluatee and an assistance team as it relates to a *"Does Not Meet"* rating on any one **standard** or more from the Summative Evaluation form. The assistance team and the 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.

Assistance Team

The evaluator conferences with the evaluatee and indicates the desire to bring in an assistance team. In collaboration with evaluatee, a team is mutually selected. The evaluator/employee/and team members meet to discuss the assistance process and develop the Corrective Action Plan.

Development of the Corrective Action Plan

- **Identify the specific standard(s)** from the Summative Evaluation Form that has *"Does Not Meet"* rating indicated.
- **Goals and Objectives** must address the specific standard(s) rated as *"Does Not Meet"* on Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness (es).
- **Appraisal Method and Targeted Date:** List 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.
- **Procedures and Activities for Achieving Goals and Objective(s):** Identify and design specific procedures and activities for the improvement of performance. Include support personnel or assistance team, when appropriate.
- **Documentation** of all reviews, corrective actions, and evaluator's assistance must be completed in summary format with recommendations.
- **Evaluation of Progress** If the employee in the judgment of the evaluator makes progress with the team's assistance then the summative evaluation is completed and the summative conference occurs. (When there is no improvement in performance toward meeting the standard even with the help of an assistance team, then the evaluator must take the necessary steps toward the termination of said employee.)

The purpose of the Corrective Action Plan is to provide the employee every possibility to attain the standards of performance of the district. Any EMPLOYEE, teacher or administrator, should understand that the request for an assistance team is the district's last attempt to salvage the career of the employee and that if the standards are not attained the employee is subject to termination.

APPEALS PANEL

All employees shall be afforded an opportunity for 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 evaluatee shall sign and date the evaluation instrument. All summative evaluations shall be maintained in the employee's evaluation file.

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law. Elections shall be held and appointments made for the appeal panel during the month of September. The election shall be conducted by the District contact person using the following criteria: open nominations, secret ballot, one person/one vote.

ELECTION

All members of the appeal panel shall be current employees of the District. Two (2) members of the appeals panel are elected by the entire certified staff and one (1) is appointed by the Superintendent.

In the election of the appeal panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The person receiving the third and fourth greatest number of votes shall be designated as alternates. Release time shall be provided for panel members at the discretion of the Superintendent. Funding will be provided by the General Fund.

TERMS

The length of term for an appeals panel member shall be three (3) years. Panel members shall assume responsibilities on October 1.

CHAIRPERSON

The Superintendent shall also appoint a member to serve as chairman of the appeal panel. The Superintendent will also appoint an alternate.

CONFLICTS OF INTERESTS

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator. Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws. A panel member shall not hear an appeal filed by his/her immediate supervisor.

APPEALS PANEL

Following the hearing, the panel will deliberate and issue its written findings within three (3) working days. The panel may recommend to the Superintendent that s/he order a new evaluation, uphold the original evaluation, or remove all or part of the summative evaluation found to be in error and eliminate it from the official personnel record of the evaluatee.

If any changes occur in the original summative form, then the panel shall issue a revised summative form that reflects its ruling. The revised form will be signed by panel members and delivered to the Superintendent for permanent filing. Both the evaluatee and evaluator shall receive a copy of the revised summative form. The original summative form will be destroyed. If there are no changes to the original summative form, then the original summative form will be sent to the Superintendent for permanent filing.

The evaluatee may withdraw the appeal at any time during the appeal process. At any time during the appeal process, the evaluator may make adjustments to the evaluatee's summative form if these adjustments are acceptable to the evaluatee.

Any certified employee who feels that the District is not implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to that Board.

APPEALS PANEL 2005-2008

Ramona Ford, Member (Superintendent's appointee)

Melissa Tabor, Administrative Alternate

Don Trent, Member
Shelia Highfil, Member
Marilyn Iddings, Alternate

APPEALS PANEL PROCEDURE AND TIMELINE

BURDEN OF PROOF

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

APPEAL TO PANEL

1. If the evaluation needs clarification concerning ratings by the evaluator, the evaluatee should seek clarification from the evaluator within three (3) working days after the summative conference.
2. If the evaluatee is dissatisfied with the summative evaluation, an appeal may be written and given to the Chairman of the Appeal Panel within five (5) working days following receipt of the summative evaluation. This letter of appeal shall include the rationale and shall suggest resolution for the appeal in detail. A copy of the letter shall be given to the evaluator and Superintendent.
3. Upon receipt of a request for an appeal, the chairman of the Appeals Panel shall confer with the Superintendent to acknowledge an appeal has been requested and granted. The Superintendent will notify the panel, the evaluator, and the evaluatee of the time, date and place of the hearing. The hearing will be scheduled within 10 working days of receipt of the request for an appeal. A consensus of all panel members can alter the time schedule and dates.
4. A consensus of the appeals panel shall be needed to replace a panel member with an alternate. Written rationale will be given to all parties concerned. Acceptable reasons for substituting the alternate for a panel member will include illness (self or family) and personal and/or professional relationship. Routine inconvenience will not be an acceptable reason.
5. Both the evaluatee and the evaluator shall submit pertinent documentation to the appeal panel three (3) days prior to the hearing. All documentation shall be confidential and destroyed by the panel at the end of the appeal process.

The following procedures will be followed for the appeal process:

- The panel will convene, conference and review documentation presented and make a decision when a hearing occurs. All documents will be treated as confidential and will be securely stored.
- A copy of all the employees' documentation will be provided to both parties involved reasonably in advance of the hearing.
- Legal counsel and/or chosen representative shall be allowed to represent each party.
- Each party will be allowed to call witnesses if needed.
- During the hearing, each party shall be allowed to make a statement of claim. The evaluatee will begin.
- The panel may question either party or witnesses during the hearing.
- Each party will have an opportunity to question both the other party and witnesses.
- Each party will be asked to make closing arguments.
- The panel will make closing remarks.

Evaluation Appeal Form

This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.

Employee's Name _____

Home Address _____

Job Title	Building	Grade or Department
_____	_____	_____

What specifically do you object to or why do you feel you were not fairly evaluated?

_____

_____

_____

_____

_____

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of evaluator _____ Date _____

I hereby consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.

_____ _____

Employee's Signature *Date*

RELATED PROCEDURES:
03.18.AP.11, 03.18.AP.12

Review/Revised: 08/14/01

- CERTIFIED PERSONNEL-

APPEALS/HEARINGS PROCEDURE

PURPOSE
An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. This panel shall determine if the evaluation process and guidelines have been followed according to the District's evaluation plan and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

APPEALS
Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. Both the evaluate and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Either party involved or the Panel members shall not carry copies of the documentation away from the established meeting.

2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Panel members may pose additional questions during the hearing.

3. The Panel will set the time and place for the hearing, and the chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.

4. Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.

5. For official records, the hearing will be audio taped and a copy provided to both parties if requested in writing.

6. Only Panel members, the evaluatee and evaluator, legal counsel, and the employee's chosen representative will be present at the hearing.

7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

HEARINGS

HEARINGS

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the panel's responsibilities.

2. Each party will be allowed to make a statement of claim. The evaluatee will begin.

3. The Panel may question the evaluatee and evaluator.

4. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal.

5. Each party (evaluator and evaluatee) will be asked to a make closing remarks.

6. The chairperson of the Panel will make closing remarks.

   a. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
   b. Upholding all parts of the original evaluation.
   c. Voiding the original evaluation or parts of it.
   d. Ordering a new evaluation by a second certified employee.

7. Removing the summative evaluation from the personnel file and placing a copy of the Panel's written findings in the file.

8. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days of the review.

9. The Superintendent shall act on the recommendation(s) of the Panel.

10. The Superintendent's decision, the Panel's recommendation, and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

11. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

12. Employees may file a grievance/communication if they believe they have been the subject of discrimination or for any other reason covered by applicable policy.

REFERENCES

CONFIDENTIALITY OF RECORDS

Personnel evaluation records, specifically the personnel evaluation folder and its contents, will be kept as a part of the employee's personnel file and will be treated with the same confidentiality as other personnel records. During an appeal/hearing, evaluation records will be kept in a secure location designed by the Superintendent.

ACCESSIBLITY

Evaluation records will be accessible only to:

1. Members of the District Evaluation Appeals Panel when an employee has appealed his/her summative evaluation to the Panel.

2. Administrators who supervise, or share the supervision of, the evaluatee. Generally, these administrators will include the Principal/Assistant Principal in the evaluatee's building, the Superintendent, and other District level administrative staff members, as designated by the Superintendent.

3. The Board, if the majority of Board members vote to request such access. Board members shall review evaluation records in a closed Board meting in the presence of the Superintendent.

4. Records may be subpoenaed in cases where litigation occurs.

RELATED PROCEDURE:

03.18 AP.11

Reviews/Revised: 08/14/01

CODE OF ETHICS

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

704 KAR 20:680. Section I. Certified personnel in the Commonwealth:

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

TO STUDENTS

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

TO PARENTS

- Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student.
- Shall endeavor to understand community cultures and diverse home environments of students.
- Shall not knowingly distort or misrepresent facts concerning educational issues.
- Shall distinguish between personal views and the views of the employing educational agency.
- Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.

- Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.
- Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

TO EDUCATION PROFESSION

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

NEW TEACHER STANDARDS FOR PREPARATION AND CERTIFICATION

PREAMBLE

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

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

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

NEW TEACHER STANDARDS FOR TEACHER CANDIDATES

The New Teacher Standards each contain a general standard statement followed by a set of performance criteria to be used in judging the quality of performance of first-year teacher candidates presented with specific teaching tasks. The standard statement describes the category of tasks beginning teachers should be able to perform.

Performance criteria describe those factors used to judge the quality of teacher performances. Scoring rubrics or guides will enable on to judge the level of performance.

The New Teacher Standards are described somewhat in the order that teachers might perform tasks (e.g. plan, implement instruction, assess learning, reflect on and evaluate instruction). However, it should be understood that the order in which they are represented does not imply priority or degree of importance.

NEW TEACHER STANDARD I: Designs/Plans Instruction
The teacher designs/plans instructions and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
PERFORMANCE CRITERIA: The extend to which the teacher's plan:

1. Focuses instruction on one or more of Kentucky's student academic expectations.
2. Develops the student's ability to apply knowledge, skills, and thinking processes.
3. Integrates skills, thinking processes, and content across disciplines.
4. Proposes learning experiences that challenge, motivate, and actively involve the learner.
5. Proposes learning experiences that are developmentally appropriate for learners. Describe experiences for multiple levels of complexity to accommodate students at different levels of performance.
6. Incorporates strategies that address physical, social, and cultural diversity and shows sensitivity to differences.
7. Establishes physical classroom environments to support the type of teaching and learning that is to occur.
8. Includes creative and appropriate use of technology as a tool to enhance student learning.
9. Includes appropriate assessment strategies and processes.
10. Includes comprehensive and appropriate school and community resources that support learning.
11. Includes learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.

NEW TEACHER STANDARD II: Creates/Maintains Learning Climates
The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
PERFORMANCE CRITERIA: The extent to which the teacher:

1. Communicates with and challenges students in a positive and supportive manner.
2. Establishes and maintains standards of mutually respectful classroom interaction by establishing the importance of shared expectations during individual and group responsibilities.
3. Shows consistent sensitivity to individual academic, physical, social and cultural differences and responds to all students in a caring manner.
4. Show flexibility and modifies classroom processes and instructional procedures as the situation demands.
5. Organizes materials and equipment to create a media-rich environment, including technology.
6. Motivates, encourages, and supports individual and group inquiry.
7. Uses classroom management techniques that foster self-control and self-discipline. Encourages responsibility to self and to others.
8. Promotes student willingness and desire to receive and accept positive and negative feedback.

NEW TEACHER STANDARDS III: Implements/Manages Instruction
The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
PERFORMANCE CRITERIA: The extent to which the teacher:

1. Communicates specific standards and high expectations for learning.
2. Links learning with students' prior knowledge, experiences, and family and cultural backgrounds.
3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
4. Uses multiple teaching, learning strategies that are appropriate to student development level and actively engages students in individual and cooperative learning experiences.
5. Makes appropriate provisions for learning to address diversity among learners.
6. Elicits samples of student thinking and stimulates student reflection on their own ideas and those of others.
7. Uses appropriate questioning strategies to engage students' cognitive processes and stimulate higher-order thinking.
8. Guides students to express, examine, and explain alternative responses and their associated consequences relative to moral, ethical, and social issues.
9. Demonstrates interpersonal/team membership skills and responsible caring behavior with students in facilitation instruction.
10. Uses multiple perspectives and differing viewpoints to facilitate the integration of knowledge and experiences across disciplines.
11. Makes creative and appropriate use of media and technology.
12. Makes efficient use of physical and human resources and times. Facilitates equitable engagement of students on productive tasks.
13. Provides opportunities for students to use and practice what is learned.
14. Identifies student misconceptions, provides guidance, and offers students continuous feedback on progress toward outcome and expectations.
15. Links learning with student aspirations for future roles.

NEW TEACHER STANDARD IV: Assesses and Communicates Learning Results
The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
PERFORMANCE CRITERIA: The extent to which the teacher:

1. Uses multiple assessments and sources of data.
2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
3. Accurately assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program and the Commonwealth Accountability Testing System (CATS).
4. Promotes student self-assessment using established criteria and focuses student attention on what needs to be done to move to the next performance level.
5. Systematically collects and analyzes assessment data and maintains up-to-date research records of student progress.

NEW TEACHER STANDARD V: Reflects/Evaluates Teaching/Learning
The teacher reflects on and evaluates specific teaching/learning situations and/or programs.
PERFORMANCE CRITERIA: The extent to which the teacher:

1. Accurately assesses, analyzes, and communicates the effectiveness of instruction and makes appropriate changes to improve student learning.
2. Analyzes and evaluates the effects of learning experiences on individuals and on the class as a whole and makes appropriate changes to improve student learning.

NEW TEACHER STANDARD VI: Collaborates with Colleagues/Parents/Others
The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
PERFORMANCE CRITERIA: The extent to which the teacher:

1. Identifies or recognizes situations when and where collaboration with others will enhance learning for students (e.g. thematic units, individual education plans, and school-based decision making).
2. Articulates the purpose and scope of the collaborative effort.
3. Articulates standards of each collaboration event (e.g. summary, next steps, responsibilities, timeline).
4. Demonstrates productive leadership or team membership skills that facilitate the development of mutually beneficial goals.
5. Demonstrates tolerance to alternative perspectives and options and encourages contributions from school and community resources.

NEW TEACHER STANDARD VII: Engage in 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.
PERFORMANCE CRITERIA: The extent to which the teacher:

1. Provides evidence of performance levels and articulates strengths and priorities for growth.
2. Articulates a professional development plan to improve his/her own performance and to expand his/her teaching repertoire to facilitate student achievement of the learning goal.
3. Engages in relevant professional development activities and follows through with plan.
4. Show evidence of improvement in performance and evidence of an increased capacity to facilitate student learning.

NEW TEACHER STANDARD VIII: Knowledge of Content
The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
PERFORMANCE CRITERIA: The extent to which the teacher:

1. Accurately communicates the skills and core concepts related to certified academic areas.
2. Effectively applies the methods of inquiry related to the certified academic area.
3. Incorporates a multicultural/global perspective in content presentation.
4. Utilizes technology related to the certified academic areas.
5. Connects knowledge of the certified academic areas to real life situations.

NEW TEACHER STANDARDS IX: Demonstrates Implementation of Technology
The teacher uses technology to support instruction: access and manipulate dates; enhance professional growth and productivity; communicate and collaborate with colleagues, parents and the community; and conduct research.
PERFORMANCE CRITERIA: The extent to which the teacher:

1. Operates a multimedia computer and peripherals to install and use a variety of software.
2. Uses terminology related to computers and technology appropriately in written and verbal communication.
3. Demonstrates knowledge of the use of technology in business, industry, and society.
4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
5. Creates multimedia presentations using scanners, digital cameras, and video cameras.
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.
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.
8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
9. Designs lessons that use technology to address diverse student needs and learning styles.
10. Practices equitable and legal use of computers and technology in professional activities.
11. Facilitates the lifelong learning of self and others through the use of technology.
12. Explores, uses, and evaluates technology resources, software applications, and related documentation.
13. Applies research-based instructional practices that use computer and other technology.
14. Uses computers and other technology for individual, small group, and large group learning activities.
15. Uses technology to support multiple assessments of student learning.
16. Instructs and supervises students in the ethical and legal use of technology.

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 profession knowledge and expertise about teaching and learning.
1.6 Guides the development of curriculum and instructional materials.
1.7 Participates in policy design and development at the local school, within professional organizations and/or within community organizations with educational projects and programs.
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 disciplines.
2.4 Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' 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 process.
3.3 Integrates skills, thinking processes, and content across disciplines.
3.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
3.5 Creates and uses learning experiences that are developmentally appropriate for learners.
3.6 Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.
3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur.
3.8. Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
3.9 Develops and implements appropriate assessment processes.
3.10 Secures and uses a variety of appropriate school and community resources to support learning.
3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

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

4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
4.2 Maintains positive classroom behavioral 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 and 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.
4.10 Manages disruptive behavior constructively while maintaining instructional momentum.

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

6.1 Selects and uses appropriate assessments.
6.2 Makes appropriate provisions for assessment processes and 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 Assess 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 create 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 met 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 leaning.

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 computes 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 ant 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.

PROFESSIONAL GROWTH AND EVALUATION PROCESSES

INTERN TEACHER	NEW and EXPERIENCED TEACHERS	
Non-Tenured	Non-Tenured	Tenured
less than one (1) year	one (1) to (4) years	completes four (4) or more years
All certified employees shall be made aware no later than the end of the first month of reporting for employment for each school year of the criteria on which they are to be evaluated.		
	Formative Phase (data collection)	
Initial Conference and Pre-conference(s) (Prior to each observation) 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information	Pre-Observation Conference (prior to each observation) 1. Prior to the conference, evaluatee completes Pre-Observation form. 2. Evaluatee and evaluator discuss the information on form 3. Schedules observations. 4. Exchange other information	Pre-Observation Conference (prior to each observation) 1. Prior to the conference, evaluatee completes Pre-Observation form. 2. Evaluatee and evaluator discuss the information on form 3. Schedules observations. 4. Exchange other information
Formative Observations *1. minimum of three (3) per year when results are satisfactory. 2. prior to each formative conference 3. use KTIP Form ***More observations may occur when results are unsatisfactory**	Formative Observations *1. minimum of two (2) per year when results are satisfactory 2. prior to each formative conference *** More observations shall occur when results are unsatisfactory**	Formative Observations *1. minimum of one (1) per year when results are satisfactory 2. prior to each formative conference *** More observations shall occur when results are unsatisfactory**
Formative Conferences (post) *1. minimum of three (3) per year 2. intern/intern committee 3. conference with intern follows observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities 6. written reports *** More conferences may occur when observation results are unsatisfactory**	Formative Conferences (post) *1. minimum of two (2) per year 2. evaluator/evaluatee 3. within 5 school days following each observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities 6. establishes teacher mentor if desired ***Multiple conferences shall occur when observation results are unsatisfactory**	Formative Conferences (post) *1. minimum of one (1) per year 2. evaluator/evaluatee 3. within 5 school days following each observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities 6. establishes teacher mentor if desired ***Multiple conferences shall occur when observation results are unsatisfactory**
	SUMMATIVE PHASE (decision-making)	
Summative Evaluation 1. one time 2. summary/conclusions for all formal and informal evaluation data 3. written report	Summative Evaluation 1. once each year 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report	Summative Evaluation 1. at least once every 3 years 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report
Summative Conference (post) 1. discussion between intern and intern committee 2. one time 3. includes all data collected 4. held at the end of the cycle 5. completed (written) report provided to the intern 6. establish/revise individual professional growth plan	Summative Conference (post) 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 7. Establishes Corrective Plan if required	Summative Conference (post) 1. discussion between person evaluated and evaluator 2. completed after each summative evaluation 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 7. Establishes Corrective Plan if required

District teacher personnel files shall contain:
1. Summative evaluation (completed form) per teacher at the end of the evaluation cycle.
2. Individual professional growth plan per teacher/per evaluation cycle (reviewed annually).
3. Intern records maintain according to KTIP 16 KAR7:010 KTIP

* Local districts may require more observations/conferences/professional growth activities than stipulated in about table. Specific timelines are designated in the local district plan and teacher internship regulation.

Procedures used for interns are stipulated by 16 KAR7:020 KTIP (Kentucky Teacher Internship Program)