

# Evaluation Plan

2002-03

Edmonson County School System



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# Edmonson County Schools

## 2002-03

### Certified Personnel Evaluation Plan

<u>Edmonson County</u>	<u>270-597-2101</u>
Name of District	Telephone Number
<u>P.O. Box 129</u>	<u>Brownsville</u>
Street Address	City
	<u>42210</u>
	Zip Code
<u>Mr. Darrell M. Cassady</u>	
Name of Superintendent	
<u>Ronald Renfro</u>	<u>270-597-2101</u>
Evaluation Contact Person	Telephone Number
	<u>Supervisor of Instruction</u>
	Position

Evaluation Review Committee Members and their Position Titles:

<u>Darrell Cassady</u>	<u>Superintendent</u>
<u>Ronald Renfro</u>	<u>Supervisor of Instruction</u>
<u>Mike Skaggs</u>	<u>Elementary Principal</u>
<u>Gary Meredith</u>	<u>High School Principal</u>
<u>Katie Jagers</u>	<u>Elementary Teacher</u>
<u>Cindy Whittinghill</u>	<u>Middle School Teacher</u>
<u>Veta Hawks</u>	<u>Elementary Teacher</u>
<u>Larama Davis</u>	<u>High School Teacher</u>

**RECORD OF BOARD PROCEEDINGS****(Minutes)**

The Edmonson County Board of Education met at 6:30 p.m., on the 11th<sup>th</sup> day of November, 2002, at Brownsville, Kentucky, with the following members present:

(1) Tommy Ritter, Chairman

(2) Bennie Vincent, Vice-Chairman

(3) Steve Gipson, Member

(4) Lorri Keith, Member

(5) Gayle Vincent, Member

**#114 AMEND CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN**

Motion by Mr. Gipson, second by Mrs. Keith, to amend the Certified School Personnel Evaluation Plan adopted October 14, 2002, BO#97, to reflect changes as presented by the committee and recommended by the Kentucky Department of Education.

UNANIMOUSLY APPROVED

# ASSURANCES

## CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

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

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

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

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

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

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

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

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

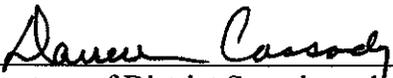
Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

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

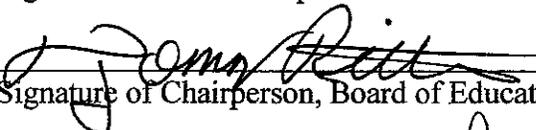
The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on October 14, 2002.

  
Signature of District Superintendent

10/14/02  
Date

  
Signature of Chairperson, Board of Education

10/14/02  
Date

# Edmonson County Board of Education

## Evaluation Plan for Certified Staff

### Statement of Purpose

According to the policy of the Edmonson County Board of Education, the primary purpose of evaluation is the improvement of instruction. The evaluation scheme developed by the Edmonson County Board will provide performance accountability to citizens and encourage certified employees to continually improve. In a pragmatic sense, the evaluation program will serve as support for individual personnel decisions.

The Edmonson County Board of Education recognizes that the primary purpose for evaluation is to continually improve the performance of employees. We recognize that evaluation is a broad term that encompasses many areas of school administration. We acknowledge that a properly administered scheme of evaluation should address.

1. Recruitment and staffing of positions.
2. A comprehensive program of staff development to strengthen weaknesses documented by the formal evaluation process.
3. A comprehensive evaluation model implemented and administered by adequately trained professional staff members.

Contact Person: Ronald Renfro

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

## Training of Evaluators

Continued certification as an evaluator shall be contingent upon completion of a minimum twelve (12) hours of evaluation training every two (2) years beginning July 1, 1988. This training shall be in any one, or a combination, of the following skill areas: Orientation to the local evaluation process and use of specific evaluation instruments; identification of effective teaching/management practices; effective observation conferencing techniques; establishing and assisting with certified employee growth plans; or summative evaluation techniques.

### Evaluator Guideline

- I. **By the end of the first month of reporting for employment for each school year.**
  - A. Orientation of evaluators to the local evaluation plan.
  - B. Review specific evaluation instruments.
  - C. Establish current year evaluation cycle.
  
- II. **All certified school personnel shall be made aware of the criteria on which they are to be evaluated no later than the end of the first month of reporting for employment for each school year.**
  - A. Orientation of staff to the evaluation plan
    1. Evaluation schedule
      - a. Tenured
      - b. Non-tenured
      - c. Itinerant (collaboration among principals)
    2. Forms
      - a. Formative observation instrument
      - b. Formative evaluation report
      - c. Professional growth plan
      - d. Summative evaluation report
    3. Job descriptions
    4. Evaluation plan revisions (if applicable)
    5. Appeal procedure
  - B. Preparation of teacher folders
    1. Formative observation instrument
    2. Formative evaluation report
    3. Professional Growth Plan
    4. Summative evaluation report
  - C. Informal rapport-building classroom visits
    1. At least one visit per certified staff member by the building principal.
    2. Not for evaluation purposes

III. **By Dec 1<sup>st</sup> Non-tenured teachers shall have at least one (1) formative evaluation, the second evaluation completed no later than Feb 1<sup>st</sup> and the third evaluation completed no later than April 1<sup>st</sup>.**

**By Dec 1<sup>st</sup> Tenured teachers shall have at least one (1) formative evaluation during a given school year of a three year cycle and the second evaluation completed no later than April 1<sup>st</sup>.**

A. **Formative Evaluation Process**

1. Teacher has pre-observation conference with building principal.
2. Classroom observation.
3. Formative evaluation conference/Growth Plan.
4. Repeat steps 1-3 for non-tenured teachers. Tenured teachers, whose initial observation results are unsatisfactory, will also repeat steps 1-3 for multiple observations.

B. **Summative Evaluation Report/Conference (The summative evaluation shall occur in the same school year that the formative evaluation was conducted to be completed no later than April 1<sup>st</sup>.)**

IV. **By June 10**

- A. File formative and summative evaluation reports in principal's office.
- B. File summative evaluation report in the superintendent's office

V. **Appeal Procedure (See Appendix ?)**

## Procedure/Timeline

### Evaluation of teachers/librarians/counselors

- I. All certified school personnel shall be made aware of the criteria on which they are to be evaluated no later than the end of the first month of reporting for employment for each school year.
  - A. Orientation of staff to the evaluation plan. The building principal will serve as the primary evaluator and brief the certified staff to the district evaluation plan prior to implementation of the plan. Minutes of this meeting will be signed and maintained by the building principal. If requested by a teacher, a third party observer (another teacher) may be requested who is trained in the same content areas as the teacher being evaluated. Such a request must be done in writing no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and the evaluatee have not agreed upon the selection of the third part observer within 5 working days of the teacher's written request, the evaluator shall select the third-party observer.
    1. Evaluation schedule--a schedule of teachers to be evaluated for the three-year cycle shall be communicated to the staff. The monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.
      - a. Tenured teachers--a minimum of two (2) formative observations within the three year cycle. Tenured teachers who receive an unsatisfactory previous evaluation shall receive three (3) formative observations during the three year cycle.
      - b. Non-tenured teachers--to be evaluated with three (3) formative observations each year until awarded tenure status.
      - c. Itinerant teachers--to be evaluated according to tenured/non-tenured status. One classroom observation will be conducted by each principal with the base school principal responsible for completing the evaluation forms with input from supporting principal(s).
    2. Forms will be observed and discussed with staff.
      - a. Formative observation/evaluation instrument--form used to determine the teacher's effectiveness with predetermined criteria and standards of measurement.
      - b. Professional Growth Plan--a report to be completed during the formative/summative conferences that will provide a plan for enrichment or assistance for the evaluatee. The growth plan shall be aligned with specific goals and objectives of the school improvement plan and shall be reviewed annually. When corrective actions are necessary in relation to the performance of one's assignment, the primary evaluator shall coordinate with appropriate district staff to develop a plan of assistance and support to the evaluatee.
      - c. Summative evaluation report--the final report that will summarize the formative data and result in an evaluator's assessment of the evaluatee's performance.
    3. Job descriptions--will be made available or accessible to all certified staff.
    4. Evaluation plan revisions--any changes, additions, and/or deletions to the plan will be discussed with the teachers.
    5. Appeal procedure--will be discussed to clarify the appropriate procedure in the event of its need.
  - B. Preparation of teacher folders--prior to beginning classroom observations, the principal will prepare folders for the teachers on the current year's evaluation cycle. Each folder will include the following: (The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record).
    1. Formative evaluation report

2. Professional Growth Plan
  3. Summative evaluation report
- C. Informal rapport-building classroom visits--principals will conduct these in an effort to become better acquainted with the evaluatee and develop an atmosphere of mutual trust and interest.
1. At least one visit per certified staff member--each faculty member shall be visited at least once each year.
  2. Not for evaluation purposes--the visit is informal and will not be a formal part of the evaluation.

Procedure/Timeline

## II. Tenured and Non-tenured teachers

### A. Formative Evaluation Sequence--

1. Pre-observation conference--meeting between the evaluatee and evaluator to discuss the classroom observation. The principal may want to review performance criteria, review procedures and data collection, review lesson plans, or schedule observation.
2. Classroom Observation--principal visits the classroom to collect data concerning teacher and student behaviors. The observation should last a minimum of thirty (30) minutes. Seventy-five percent (75%) of all items on each formative evaluation from must be marked satisfactory or above for a teacher or administrator to have an overall satisfactory rating.
3. Analysis of Data--The principal makes an analysis of the data by identifying and labeling strengths and areas for improvement. Also plan post-observation conference.
4. Post-Observation Conference--The principal shall schedule a conference within one work-week following the observation and feedback shall be given on the formative instrument. This conference may include the following: critique lesson, identify strengths, identify areas of growth, identify resources, and schedule next observation with an established purpose. The conference shall include the ~~developing and~~ discussion of a professional growth plan. The growth plan must be monitored by the principal and shall include an objective, a plan for achieving the objective and evaluating success. It may be developed at the beginning of the school year.
5. Follow-up
6. Repeat steps 1-5 for non-tenure teachers. Tenured teachers whose initial observations are unsatisfactory shall also repeat steps 1-5.

- B. Summative Evaluation Report and Conference--The summative report shall be a summary of all evaluation data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of the evaluation year. Formative data collected during the beginning teacher internship may be utilized in summative evaluation of the intern. A summative evaluation shall occur, but not limited to, a minimum of once every three (3) year period for each tenured teacher. Summative evaluation shall occur annually for all administrators, ~~except for superintendents who shall be evaluated not less than every two (2) years~~. A summative conference shall be held at the end of the evaluation year and include all evaluation data. The summative conference should include a summary of performance levels, a summary of growth goal accomplishment, and discussion of a growth plan for the next year. The summative evaluation report shall provide an opportunity for a written response by evaluatee. A copy of the summative evaluation shall be provided to the evaluatee which shall be signed and dated by the evaluatee and the evaluator.

Each person evaluated will be provided an opportunity for a review before the local appeals panel of the summative evaluation.

**III. By June 10**

- A. File formative and summative evaluation reports in the principal's office. These reports will enable principals to monitor the three year cycle effectively. This report becomes a part of the certified employee's personnel record.
- B. Meeting of evaluation ad hoc committee to review and revise the evaluation plan as needed.

**IV. Appeal Procedure (if applicable)-- \*See Appeals Procedure in the appendix**

**Edmonson County Board of Education**  
Evaluation Plan

Procedures and Time Schedules

Principals and other administrator

The building principal shall serve as the immediate supervisor of the certified employees and shall be designated as the primary evaluator. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee. The superintendent shall be responsible for yearly formative and summative evaluation reports for principals and "other administrators" except assistant principals. By June 15 of each year these reports and Professional Growth Plans shall be initiated.

Assistant Principals

The superintendent and the building principal shall be responsible for yearly formative and summative evaluation reports for the assistant principals. By June 15 of each year these reports and summative evaluation and Professional Growth Plan shall be initiated. The "Other Administrator" evaluation reports will be the instruments used to assess the effectiveness of the assistant principal.

Superintendent

The Board of Education shall be responsible for the evaluation of the superintendent. This evaluation will occur once every year. The evaluation report shall be completed by each board member and filed in the superintendent's personnel file prior to September of each year. The local board shall include provisions in the Evaluation process for assistance for the professional growth of the superintendent pursuant too KRS 156.111.

**Format for Administrator Evaluation**

- I. Evaluation for administrators is a continuous process based upon established standards.
- II. Annually a conference will be held between the superintendent and each administrator to:
  - A. Review the summative evaluation.
  - B. Review the job description of the administrator.
  - C. Develop a professional growth plan to establish specific goals and objectives for the next school year.

## Edmonson County Schools Formative Teacher Evaluation Report

Teacher _____ School _____ Subject/Grade _____ Date _____ Evaluator _____ Period/Time _____	Check those that apply: <input type="checkbox"/> Tenured <input type="checkbox"/> Non-tenured <input type="checkbox"/> Itinerant Base School _____
--	---

### Interpretation of Scale

Needs Improvement (Specific written plans for improvement required)	Satisfactory	Excellent	Not observed	Not applicable
1	2	3	4	5

N

#### I. Instructional Process

##### The teacher

- A. Demonstrates appropriate preparation for classroom instruction. \_\_\_\_\_
- B. Is teaching to the objective which is in alignment with the KERA academic expectations. \_\_\_\_\_
- C. Uses instructional time effectively. \_\_\_\_\_
- D. Demonstrates knowledge of curriculum and subject matter. \_\_\_\_\_
- E. Provides learning opportunities for individual differences. \_\_\_\_\_
- F. Implements effective teaching techniques. \_\_\_\_\_
- G. Motivates students appropriately. \_\_\_\_\_
- H. Provides students with evaluative feedback. \_\_\_\_\_
- I. Utilizes varied resources effectively. \_\_\_\_\_
- J. Promotes high expectations for all students. \_\_\_\_\_
- K. Attempts to develop student's ability to connect and integrate experiences and new knowledge from all subject matter fields with what he/she has already learned. \_\_\_\_\_
- L. Integrates technology into the instruction process. \_\_\_\_\_

## II. Classroom Management

### The teacher

- A. Organizes classroom environment to promote learning. \_\_\_\_\_
- B. Manages student behavior in an appropriate manner. \_\_\_\_\_

Formative Evaluation p.2

## III. Personal Characteristics

### The teacher

- A. Demonstrates positive interpersonal relations with students. \_\_\_\_\_
- B. Demonstrates positive interpersonal relations with educational staff. \_\_\_\_\_
- C. Demonstrates positive interpersonal relations with parents/patrons. \_\_\_\_\_
- D. Demonstrates poise and emotional stability. \_\_\_\_\_
- E. Demonstrates care and neatness in personal appearance. \_\_\_\_\_

## IV. Professional Responsibilities

- A. Follows the policies and procedures of the school district. \_\_\_\_\_
- B. Demonstrates a commitment to professional growth. \_\_\_\_\_
- C. Effectively performs professional responsibilities and duties as outlined in the job description including regular and punctual attendance. \_\_\_\_\_
- D. Assumes responsibilities outside the classroom as related to school. \_\_\_\_\_
- E. Accepts and responds appropriately to supervision and suggestions for improvement. \_\_\_\_\_

### Evaluator comments:

Signature of Teacher \_\_\_\_\_

Date \_\_\_\_\_

Signature of Evaluator \_\_\_\_\_

Date \_\_\_\_\_

(Signatures imply the content of this document has been discussed)

# Criteria With Descriptors

## I. Instructional Process

### The teacher

- A. Demonstrates appropriate preparation for classroom instruction.
  - Has a legible, concise plan book, written outline or other notes.
  - Has materials readily available for teaching and learning.
  - Prepares units and lessons in a clear, logical, and sequential format.
  - Incorporates into daily planning the content from previous levels to ensure continuity and sequence.
- B. Is teaching to the objective in alignment with the KERA academic expectations.
  - Prepares units and presents lessons to students that reflect the established objectives and that require application of objectives.
  - Communicates learning objectives to students when appropriate.
  - Evaluates formally and informally student comprehension of objectives in alignment with KERA academic expectations.
- C. Uses instructional time effectively.
  - Begins instructional activities promptly.
  - Provides for appropriate learning activities throughout the instructional time.
  - Monitors student time on task.
- D. Demonstrates knowledge of curriculum and subject matter.
  - Selects and presents subject matter which is accurate and appropriate for the objectives.
  - Selects and presents subject matter which is appropriate to the abilities and interests of the students.
  - Displays sufficient content knowledge to address student inquires.
- E. Provides learning opportunities for individual differences.
  - Considers grouping of students for each instructional activity in a manner which best assists the learning process.
  - Uses of variety of questioning levels effectively.
  - Uses a variety of instructional techniques to meet the different learning styles of students.
  - Maximizes student involvement through a variety of activities.
  - Provides support materials coordinated with the learning experiences and developmental levels of children.
  - Provides activities and/or solicits help for remediation and enrichment.
- F. Implements effective teaching techniques.
  - Provides for individual and group instruction when appropriate.
  - Employs a variety of techniques and activities, e.g., demonstrations, experimentations, lecturing, modeling, multisensory approaches, levels of questioning, role-playing, and self-teaching.
  - Uses effective student praise.
  - Effectively provides lesson review.
  - Provides effective guided practice.
  - Uses methods of instruction that meet the needs of varied levels of leaning styles (visual, auditory, kinesthetic).
  - Effectively uses questioning techniques and recognizes student responses.
  - Reviews previous work and provides an overview of lesson objectives to establish academic focus.
  - Circulates, assists, and monitors students' progress.
  - Uses a variety of techniques to assess student understanding.
  - Reteaches if informal and formal assessment results indicate reteaching is appropriate.
  - Summarizes effectively the objectives or lesson taught.

G. Motivates students appropriately

- Responds in a positive and constructive manner to student requests for help.
- Provides students with the opportunity to experience success.
- Helps students develop positive self-concepts.
- Identifies students who show little or no interest and strives to encourage and to involve them.
- Encourages questions and discussions from all students.
- Stimulates and encourages creative and critical thinking.

H. Provides students with evaluative feedback.

- Returns test results as quickly as possible.
- Plans pre-assessment to determine learner performance levels on the objectives of the unit.
- Uses various techniques for on-going evaluation and feedback.
- Assesses what has been taught.
- Provides written and/or oral comments regarding student work when appropriate.
- Makes necessary reports of pupil performance according to stated district and building procedures.
- Maintains clear, satisfactory records of student performance.

I. Utilizes varied resources effectively.

- Uses instructional materials, e.g., speakers, magazines, newspapers, films, multimedia, etc.
- Uses multisensory resources, e.g., tactile, visual, auditory.
- Locates, develops, and uses effective supplementary materials.

J. Promotes high expectations for all students.

- Communicates high expectations to all students by involving them in the instructional process.
- Models the TESA instructional practice (as teacher expectations increase-student achievement will increase).
- Develops lessons that challenge the students' skills.

K. Attempts to develop student's ability to connect and integrate experiences and new knowledge from all subject matter fields with what he/she has already learned.

- instructional units are developed which integrates subject matter fields. (such practices may include the development of thematic units, writing across the curriculum, connections between math and science, and etc.)
- learning experiences build on what the students' have already learned.

L. Integrates technology into the instructional program by implementing certain of the sixteen standards determined by the Kentucky Department of Education.

**II. Classroom Management**

**The teacher**

A. Organizes classroom environment to promote learning.

- Establishes classroom procedures which are fair and appropriate.
- Communicates classroom procedures clearly.
- Assesses and is open to adjusting the learning environment.
- Applies classroom procedures consistently and appropriately.
- Promotes a classroom atmosphere conducive to good health and safety.
- Maintains the classroom in a functional, attractive, and orderly environment.

**B. Manages student behavior in an appropriate manner.**

- Reinforces appropriate behavior.
- Corrects disruptive behavior constructively and timely and doesn't allow this behavior to spread.
- Refrains from reprimanding the wrong student(s), using sarcasm, or and degrading remarks.
- Uses techniques, e.g., social approval, contingent activities, punishment, keeps students on task, etc., to maintain behavior and promote self-discipline.
- Manages discipline problems in accordance with administrative regulations, school board policies, school-based policies, and legal requirements.

**III. Personal Characteristics**

**The teacher**

**A. Demonstrates positive interpersonal relations with students.**

- Promotes positive self-image in students.
- Interacts with students in a respectful and friendly manner.
- Is reasonably available to students.
- Makes an effort to know each student as an individual.
- Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.
- Uses discretion in handling confidential information and difficult situations.

**B. Demonstrates positive interpersonal relations with educational staff.**

- Works cooperatively with colleagues, e.g., other teachers, support staff, administrators.
- Shares ideas, materials, and methods with other teachers.
- Interacts with colleagues in a respectful and friendly manner.
- Acknowledges the rights of others to hold differing views and values.
- Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.
- Uses discretion in handling confidential information and difficult situations.

**C. Demonstrates positive interpersonal relations with parents/patrons.**

- Cooperates with parents in the best interest of the students.
- Supports and participates in parent/teacher activities.
- Initiates communication with parents/patrons when appropriate.
- Provides a climate which fosters communication between teacher and parents/patrons.
- Uses discretion in handling confidential information and difficult situations.
- Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.

**D. Demonstrates poise and emotional stability.**

- Exhibits self-control during stress and emergency situations.
- Is adaptable to changing conditions.

**E. Demonstrates care and neatness in personal appearance.**

- Dresses in a manner which is conducive to teaching effectiveness and reflects their professional status.

### III. Professional Responsibilities

- A. Follows the policies and procedures of the school district.
  - Remains informed regarding policies and procedures applicable to his/her position.
  - Works cooperatively to implement policies and procedures.
  - Selects appropriate channels for resolving concerns/problems.
  - Meets scheduled obligations promptly, e.g., punctuality, returning reports and information promptly, etc.
  - Provides data in an accurate and timely manner to the school and district as requested for management purposes.
  
- B. Demonstrates a commitment to professional growth.
  - Participates in professional activities, e.g., professional organizations, coursework, workshops, conferences.
  - Keeps abreast of developments in the appropriate teaching field and issues related to education.
  - Utilizes appropriately information from professional growth experiences.
  - Works cooperatively to develop and implement a Professional Growth Plan.
  
- C. Effectively performs professional responsibilities and duties as outlined in the job description including regular and punctual attendance.
  - Arrives at school on time.
  - Reports promptly to assigned duties.
  - Files reports promptly and legibly.
  - Meets deadlines for grades, reports, and requisitions.
  - performs duties as outlined in job description.
  - attends school on a regular basis.
  
- D. Assumes responsibilities outside the classroom as related to school.
  - Willingly participates and supports school-sponsored activities.
  - Supports grade level and/or departmental meetings with reasonable attendance.
  - Exercises responsibility for student management throughout the school campus, i.e., hallway, cafeteria, playground duties.
  
- E. Accepts and responds appropriately to supervision and suggestions for improvement.
  - Seeks supervisory assistance when needed.
  - Demonstrates willingness to adhere to supervisory suggestions by effectively implementing a "Growth Plan".
  - Views supervisory suggestions for improvement as a provision for assistance not a threat to job security.

# Edmonson County Schools

## Summative Evaluation Plan

Teacher _____ School _____ Subject/Grade _____ Date _____ Evaluator _____	Check those that apply: _____ Tenured _____ Non-Tenured _____ Itinerant
--	---

**Performance Area I: The Instructional Process**

**CRITERIA**

The Teacher....

**Performance Levels**

**Performance Expectations**

	1	2	3	4	5
A. Demonstrates appropriate preparation for classroom instruction.	Does not prepare for classroom instruction. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes prepares for classroom instruction. <input type="checkbox"/>	<input type="checkbox"/>	Consistently prepares for classroom instruction. <input type="checkbox"/>
B. Is teaching to the objective that is in alignment with the KERA academic expectations.	Shows little or no evidence of teaching to objective. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes teaches to the objective. <input type="checkbox"/>	<input type="checkbox"/>	Consistently teaches to the objective. <input type="checkbox"/>
C. Uses instructional time effectively.	Shows little or no evidence of effective use of instructional time. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes uses instructional time effectively. <input type="checkbox"/>	<input type="checkbox"/>	Consistently uses instructional time effectively. <input type="checkbox"/>
D. Demonstrates knowledge of curriculum and subject matter.	Shows little or no knowledge of curriculum and subject matter. <input type="checkbox"/>	<input type="checkbox"/>	Demonstrates limited knowledge of curriculum and subject matter. <input type="checkbox"/>	<input type="checkbox"/>	Consistently demonstrates knowledge of curriculum and subject matter. <input type="checkbox"/>
E. Provides learning opportunities for individual differences.	Rarely or never provides learning opportunities for individual differences. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes provides learning opportunities for individual differences. <input type="checkbox"/>	<input type="checkbox"/>	Consistently provides learning opportunities for individual differences. <input type="checkbox"/>
F. Implements effective teaching techniques.	Rarely or never implements effective teaching techniques. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes implements effective teaching techniques. <input type="checkbox"/>	<input type="checkbox"/>	Consistently implements effective teaching techniques. <input type="checkbox"/>
G. Motivates students appropriately.	Shows little or no evidence of motivating students appropriately. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes motivates students appropriately. <input type="checkbox"/>	<input type="checkbox"/>	Consistently motivates students appropriately. <input type="checkbox"/>
H. Provides students with evaluative feedback.	Rarely provides students with evaluative feedback. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes provides students with evaluative feedback. <input type="checkbox"/>	<input type="checkbox"/>	Consistently provides students with evaluative feedback. <input type="checkbox"/>

# Edmonson County Schools

## Summative Evaluation Plan

### Performance Area I: The Instructional Process

**CRITERIA**

The Teacher...

**Performance Levels**

**Performance Expectations**

	1	2	3	4	5
I. Utilizes varied resources effectively.	Rarely utilizes varied resources effectively. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes utilizes varied resources effectively. <input type="checkbox"/>	<input type="checkbox"/>	Consistently utilizes varied resources effectively. <input type="checkbox"/>
J. Promotes high expectations for all students.	Rarely promotes high expectations for all students. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes promotes high expectations for all students. <input type="checkbox"/>	<input type="checkbox"/>	Consistently promotes high expectations for all students. <input type="checkbox"/>
K. Attempts to develop students' ability to connect and integrate experiences and new knowledge from all subjects.	Rarely attempts to develop students' ability to connect and integrate experiences and new knowledge from all subjects. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes attempts to develop students' ability to connect and integrate experiences and new knowledge from all subjects. <input type="checkbox"/>	<input type="checkbox"/>	Consistently attempts to develop students' ability to connect and integrate experiences and new knowledge from all subjects. <input type="checkbox"/>

### Performance Area I: Classroom Management

**CRITERIA**

The Teacher...

**Performance Levels**

**Performance Expectations**

	1	2	3	4	5
A. Organizes classroom environment to promote learning.	Does not organize classroom environment to promote learning. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes organizes classroom environment to promote learning. <input type="checkbox"/>	<input type="checkbox"/>	Consistently organizes classroom environment to promote learning. <input type="checkbox"/>
B. Manages student behavior in an appropriate manner.	Rarely manages student behavior in an appropriate manner. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes manages student behavior in an appropriate manner. <input type="checkbox"/>	<input type="checkbox"/>	Consistently manages student behavior in an appropriate manner. <input type="checkbox"/>

### Performance Area I: Interpersonal Relationships

**CRITERIA**

The Teacher...

**Performance Levels**

**Performance Expectations**

	1	2	3	4	5
A. Demonstrates positive interpersonal relations with students.	Does not demonstrate positive interpersonal relations with students. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes demonstrates positive interpersonal relations with students. <input type="checkbox"/>	<input type="checkbox"/>	Consistently demonstrates positive interpersonal relations with students. <input type="checkbox"/>
B. Demonstrates positive interpersonal relations with educational staff.	Does not demonstrate positive interpersonal relations with educational staff. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes demonstrates positive interpersonal relations with educational staff. <input type="checkbox"/>	<input type="checkbox"/>	Consistently demonstrates positive interpersonal relations with educational staff. <input type="checkbox"/>

## Edmonson County Schools Summative Evaluation Plan

C. Demonstrates positive interpersonal relations with parents/patrons.	Does not demonstrate positive interpersonal relations with parents/patrons. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Sometimes demonstrates positive interpersonal relations with parents/patrons. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Consistently demonstrates positive interpersonal relations with parents/patrons. <input type="checkbox"/>
D. Demonstrates poise and emotional stability.	Does not demonstrate poise and emotional stability. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Sometimes demonstrates poise and emotional stability. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Consistently demonstrates poise and emotional stability. <input type="checkbox"/>
E. Demonstrates care and neatness in personal appearance.	Does not demonstrate care and neatness in personal appearance. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Sometimes demonstrates care and neatness in personal appearance. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Consistently demonstrates care and neatness in personal appearance. <input type="checkbox"/>

### Performance Area I: Professional Responsibilities

#### CRITERIA

The Teacher...

Performance Levels

Performance Expectations

	1	2	3	4	5
A. Follows the policies and procedures of the school district.	Rarely follows the policies and procedures of the school district. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Sometimes follows the policies and procedures of the school district. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Consistently follows the policies and procedures of the school district. <input type="checkbox"/>		
B. Demonstrates a commitment to professional growth.	Rarely demonstrates a commitment to professional growth. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Sometimes demonstrates a commitment to professional growth. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Consistently demonstrates a commitment to professional growth. <input type="checkbox"/>		
C. Effectively performs professional responsibilities and duties as outlined in the job description including regular attendance.	Does not effectively perform professional responsibilities and duties as outlined in the job description including regular attendance. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Sometimes effectively performs professional responsibilities and duties as outlined in the job description including regular attendance. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Consistently performs professional responsibilities and duties as outlined in the job description including regular attendance. <input type="checkbox"/>		
D. Assumes responsibilities outside the classroom as related to school.	Does not assume responsibilities outside the classroom as related to school. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Sometimes assumes responsibilities outside the classroom as related to school. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Consistently assumes responsibilities outside the classroom as related to school. <input type="checkbox"/>		
E. Accepts and responds appropriately to supervision and suggestions for improvement.	Does not accept and responds appropriately to supervision and suggestions for improvement. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Sometimes accepts and responds appropriately to supervision and suggestions for improvement. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Consistently accepts and responds appropriately to supervision and suggestions for improvement. <input type="checkbox"/>		

Administrator's  
Recommendation

Teacher's Comment:

Administrator's Comment:

**I. Probationary**

- Reemployment
- Reemployment not recommended
- No final recommendation is being made at this time.

**II. Tenure**

- Continuing Contract
- Termination of Contract
- No final recommendation is being made at this time.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

(Signatures imply that the content of this document has been discussed)

# Edmonson County Schools

## Formative Teacher Evaluation Report

Librarian _____ School _____ Date _____ Time _____ Evaluator _____	Check those that apply: <input type="checkbox"/> Tenured <input type="checkbox"/> Non-tenured <input type="checkbox"/> Itinerant Base School _____
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### Interpretation of Scale

<b>Needs Improvement</b> (Specific written plans for improvement required)	<b>Satisfactory</b>	<b>Excellent</b>	<b>Not observed</b> <b>Not applicable</b>
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1	2	3	4	5	N
---	---	---	---	---	---

### The Librarian:

#### I. Management and Administration of the Library/Media Center.

- A. Recognizes the critical role of information retrieval in the future of education. \_\_\_\_\_
- B. Establishes and maintains an environment in which students and staff can work at productive levels. \_\_\_\_\_
- C. Manages student behavior in a constructive manner. \_\_\_\_\_
- D. Demonstrates competency in selection, acquisition, circulation and maintenance of materials and equipment. \_\_\_\_\_
- E. Prepares statistical records and reports needed to administer the library/media center. \_\_\_\_\_
- F. Trains and supervises library/media center personnel to perform duties efficiently. \_\_\_\_\_
- G. Administers budgets according to needs and objectives of the library/media center within administrative guidelines. \_\_\_\_\_
- H. Evaluates library/media center programs, services, facilities and materials to assure optimum use. \_\_\_\_\_
- I. Uses time effectively, efficiently and professionally. \_\_\_\_\_

#### II. Instructional Process

- A. Exercises leadership and serves as a catalyst in the instructional program. \_\_\_\_\_
- B. Plans and implements the library/media center program of library/media skills. \_\_\_\_\_
- C. Promotes the development of reading skills and reading appreciation. \_\_\_\_\_
- D. Supports classroom teachers in their instructional units. \_\_\_\_\_
- E. Provides resources for professional growth of faculty and staff. \_\_\_\_\_

III. Personal Characteristics

The teacher

- A. Demonstrates positive interpersonal relations with students. \_\_\_\_\_
- B. Demonstrates positive interpersonal relations with educational staff. \_\_\_\_\_
- C. Demonstrates positive interpersonal relations with parents/patrons. \_\_\_\_\_
- D. Demonstrates poise and emotional stability. \_\_\_\_\_
- E. Demonstrates care and neatness in personal appearance. \_\_\_\_\_

IV. Professional Responsibilities

- A. Follows the policies and procedures of the school district. \_\_\_\_\_
- B. Demonstrates a commitment to professional growth. \_\_\_\_\_
- C. Effectively performs professional responsibilities and duties as outlined in the job description including regular and punctual attendance. \_\_\_\_\_
- D. Assumes responsibilities outside the classroom as related to school. \_\_\_\_\_
- E. Accepts and responds appropriately to supervision and suggestions for improvement. \_\_\_\_\_

Evaluator comments:

Signature of Teacher \_\_\_\_\_

Date \_\_\_\_\_

Signature of Evaluator \_\_\_\_\_

Date \_\_\_\_\_

(Signatures imply the content of this document has been discussed)

# Librarians and Media Specialists Performance Areas, Criteria and Descriptors

## I. Management and Administration of the Library/Media Center

### *The Librarian/Media Specialist*

- A. Recognizes the critical role of information retrieval in the future of education.
  - 1. Makes long-range plans which guide the development of the library/media center.
  - 2. Encourages the use of new technologies.
- B. Establishes and maintains an environment in which students and staff can work at productive levels.
  - 1. Develops and implements policies and procedures for the operation of the library/media center.
  - 2. Uses initiative to promote the flexible use of the library/media center by individuals, small groups and large groups for research, browsing, recreational reading, viewing or listening.
  - 3. Maintains the library/media center in a functional, attractive and orderly environment conducive to student learning.
  - 4. Arranges and uses space and facilities in the library/media center to support the objectives of the instructional program, providing areas for various types of activities.
  - 5. Communicates health and safety needs of the library/media center to the proper authorities.
  - 6. Assumes responsibility for proper use and care of library/media center facilities, materials and equipment.
- C. Manages student behavior in a constructive manner.
  - 1. Promotes appropriate learner behavior.
  - 2. Encourages student self-direction and responsibility for learning; maintains a productive balance between freedom and control.
  - 3. Exercises consistency in discipline policies.
  - 4. Corrects disruptive behavior constructively.
- D. Demonstrates competency in selection, acquisition, circulation and maintenance of materials and equipment.
  - 1. Uses a district-approved selection policy based on state guidelines (e.g., *Learning Resources*, Department of Elementary and Secondary Education, 1975, page 48).
  - 2. Selects materials and equipment which support the curriculum and promote the school's educational philosophy.
  - 3. Uses approved business procedures for ordering and receiving materials and equipment.
  - 4. Classifies, catalogues, processes and organizes for circulation the educational media and equipment according to professional standards established by AASL, state and local sources.
  - 5. Uses clearly stated circulation procedures.
  - 6. Informs staff and students of new materials and equipment.
  - 7. Establishes and/or follows procedures for maintenance and repair of media equipment.

8. Periodically weeds and reevaluates the collection to assure a current, attractive and well-balanced collection.
  9. Assists in production of materials as feasible.
- E. Prepares statistical records and reports needed to administer the library/media center.
1. Maintains a current inventory of holdings to assure accurate records.
  2. Prepares and submits to administrators such reports as are needed to promote short- and long-term goals of the library/media center.
  3. Prepares and submits reports to other officials as requested.
- F. Trains and supervises library/media center personnel to perform duties efficiently.
1. Trains and supervises clerks, aides, student assistants and/or adult volunteers in clerical tasks.
  2. Trains and supervises library/media center personnel to circulate materials and equipment.
  3. Trains and supervises library/media center personnel to assist students and staff in the use of the library/media center.
- G. Administers budgets according to needs and objectives of the library/media center within administrative guidelines.
1. Submits budget proposals based on needs and objectives of the library/media center.
  2. Plans expenditures of allocated funds to meet short- and long-term goals.
  3. Keeps accurate records of all disbursements for the library/media center.
- H. Evaluates library/media center programs, services, facilities and materials to assure optimum use.
1. Evaluates programs, services, facilities and materials informally and formally on a continuous basis, identifying strengths and weaknesses.
  2. Provides periodically for evaluation by faculty and students.
  3. Develops plans for making changes based on evaluations.
- I. Uses time effectively, efficiently and professionally.
1. Prioritizes demands on time to provide maximum support of library/media center programs and services.
  2. Streamlines or eliminates time-consuming or nonessential routines when possible, without lowering the quality of programs and services.

## II. Instructional Process

### *The Librarian/Media Specialist*

- A. Exercises leadership and serves as a catalyst in the instructional program.
1. Serves as instructional resource consultant and media specialist to teachers and students.
  2. Uses an appropriate variety of media and teaching techniques in instructional situations.
  3. Provides leadership in using newer technologies for instruction.
  4. Provides in service training and library/media center orientation as needed.
  5. Plans and/or participates in special projects or proposals.

6. Serves on committees involved with designing learning experiences for students, curriculum revision or textbook adoption.
7. Administers resource sharing, inter-library loan and/or networking activities.

**B. Plans and implements the library/media center program of library/media skills.**

1. Considers long-range objectives when planning instruction appropriate to subject and grade levels.
2. Develops sequential, short-range objectives which facilitate progress toward defined long-range objectives.
3. Demonstrates knowledge of the general curriculum and observes recommended steps of teaching when in formal instructional situations.
4. Plans with teachers to identify and implement the library/media center skills curriculum within the classroom curriculum.
5. Continually instructs students and staff, individually or in groups, in the use of the library/media center media and equipment.
6. Encourages independent use of the facility, collection and equipment by students and staff.
7. Guides students and staff in selecting appropriate media from a wide range of learning alternatives.
8. Guides and supervises students and staff in research activities and in the use of reference materials.
9. Communicates effectively with students and staff.

**C. Promotes the development of reading skills and reading appreciation.**

1. Conveys enthusiasm for books and reading.
2. Develops activities and/or provides individual guidance to motivate reading.

**D. Supports classroom teachers in their instructional units.**

1. Provides a wide variety of resources and supplementary materials.
2. Assists in choosing and collecting appropriate materials.
3. Cooperatively plans and teaches content appropriate to library/media center objectives.
4. Cooperates with teachers in designing and implementing a functional study skills program.

**E. Provides resources for professional growth of faculty and staff.**

1. Identifies and encourages use of materials from the library/media center and professional library.
2. Informs staff of new materials, equipment and research in which they have special interest.
3. Suggests resources outside of the library/media center collections.

**III. Interpersonal Relationships**

***The Librarian/Media Specialist***

**A. Demonstrates positive interpersonal relations with students.**

1. Interacts with individual students in a mutually respectful and friendly manner.
2. Strives to be an available personal resource for all students.
3. Protects each user's right to privacy and confidentiality in library/media center use.

4. Demonstrates understanding and acceptance of different views and values.
  5. Gives constructive criticism and praise when appropriate.
- B. Demonstrates positive interpersonal relations with educational staff.
1. Initiates interaction with colleagues in planning instructional activities for students.
  2. Shares ideas and methods with other teachers and staff.
  3. Makes appropriate use of support staff services.
  4. Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible.
  5. Informs administrators and/or appropriate personnel of school-related matters.
- C. Demonstrates positive interpersonal relations with parents/patrons.
1. Provides a climate which encourages communication between the library/media center and parents or patrons.
  2. Cooperates with parents in the best interests of students.
  3. Supports and participates in parent-teacher activities.
  4. Promotes patron involvement with the library/media center.
  5. Handles complaints and/or challenged materials in a firm but friendly manner.
  6. Identifies community resource persons who may serve to bring the community into the educational process.

#### IV. Professional Responsibilities

##### *The Librarian/Media Specialist*

- A. Participates in professional growth activities.
1. Keeps abreast of developments in library science and issues related to teaching.
  2. Demonstrates commitment by participating in professional activities (e.g., professional organizations, coursework, workshops, conferences).
  3. Takes advantage of opportunities to learn from colleagues, students, parents and the community.
- B. Follows the policies and procedures of the school district.
1. Strives to stay informed about policies and regulations applicable to his/her position.
  2. Selects appropriate channels for resolving concerns/problems.
- C. Demonstrates a sense of professional responsibility.
1. Completes duties promptly, dependably and accurately in accordance with established job description.
  2. Demonstrates a responsible attitude for student management throughout the entire building.

Librarian/Media Specialist Criteria and Descriptors used by permission of the Missouri Department of Elementary and Secondary Education.

7. Uses discretion in handling sensitive information confided by a student.
8. Gives constructive feedback which promotes self-esteem.
9. Assists students in dealing with success and failure.
10. Respects the individual's right to hold different views.
11. Recognizes and deals effectively with crisis issues, (e.g., substance abuse, child abuse, suicidal behavior, or mood changes).
12. Shows sensitivity to physical development and special health needs of students.
13. Creates a classroom climate which encourages mutually respectful relationships.
14. Uses and appreciates humor in proper perspective.

**B. Demonstrates effective interpersonal relationships with educational staff.**

1. Demonstrates a respect, understanding, and acceptance of each person as an individual, regardless of sex, race, ethnic origin, cultural or socioeconomic background, religion, or handicapping condition.
2. Works cooperatively with colleagues in planning educational activities which reflect the best interest of the students.
3. Shares ideas, materials, and methods with other staff.
4. Makes appropriate use of support/ancillary staff.
5. Works cooperatively with SSD and LEA Administrations to implement policies, regulations, and procedures.
6. Informs administrators and/or appropriate personnel of school-related matters.
7. Coordinates responsibilities, implements training, and evaluates teacher assistant/aide.
8. Demonstrates ability to promote a positive image of SSD services within the LEA.
9. Fulfills responsibilities in situations requiring a team approach.
10. Demonstrates acceptance of the right of others to hold differing views and values.
11. Uses discretion in handling sensitive and/or confidential information.
12. Displays effective active-listening skills.

**C. Demonstrates effective interpersonal relationships with parents/patrons.**

1. Cooperates with parents in the best interest of the students.
2. Provides a climate which opens up communications between staff and parent.
3. Supports and participates in parent-staff activities.
4. Promotes patron involvement with building/district.
5. Maintains on-going communication with parents/patrons.
6. Demonstrates ability to promote a positive image of SSD services within the community.
7. Uses discretion in handling sensitive and/or confidential information.
8. Initiates communication with parents/patrons when appropriate.
9. Demonstrates acceptance of the right of others to hold differing views and values.
10. Interacts with parents/patrons in a friendly, respectful manner.
11. Displays effective active-listening skills.
12. Demonstrates a respect, understanding, and acceptance of each person as an individual, regardless of sex, race, ethnic origin, cultural or socioeconomic background, religion, or handicapping condition.

# Edmonson County Schools

## Summative Evaluation Report

Librarian _____ School _____ Time _____ Date _____ Evaluator _____	Check those that apply: ___ Tenured ___ Non-tenured ___ Itinerant
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### **Performance Area I: Management and Administration of the Library/Media Center**

#### **CRITERIA**

The Teacher...

#### Performance Levels

#### Performance Expectations

	<small>1</small>	<small>2</small>	<small>3</small>	<small>4</small>	<small>5</small>
A. Recognizes the critical role of information retrieval in the future of education.	Demonstrates little recognition of the critical role of information retrieval in the future of education.  <input type="checkbox"/>	Rarely establishes and maintains an environment in which students and staff can work at productive levels.  <input type="checkbox"/>	Sometimes demonstrates recognition of the critical role of information retrieval in the future of education.  <input type="checkbox"/>	Consistently recognizes the critical role of information retrieval in the future of education.  <input type="checkbox"/>	
B. Establishes and maintains an environment in which students and staff can work at productive levels.	Rarely manages student behavior in a constructive manner.  <input type="checkbox"/>	Rarely demonstrates competency in selection, acquisition, circulation and maintenance of materials and equipment.  <input type="checkbox"/>	Sometimes establishes and maintains an environment in which students and staff can work at productive levels.  <input type="checkbox"/>	Consistently establishes and maintains an environment in which students and staff can work at productive levels.  <input type="checkbox"/>	
C. Manages student behavior in a constructive manner.	Rarely prepares statistical records needed to administer the library/media center.  <input type="checkbox"/>	Rarely trains and supervises library/media center personnel to perform duties efficiently.  <input type="checkbox"/>	Sometimes manages student behavior in a constructive manner.  <input type="checkbox"/>	Consistently manages student behavior in a constructive manner.  <input type="checkbox"/>	
D. Demonstrates competency in selection, acquisition, circulation and maintenance of materials and equipment.	Rarely prepares statistical records needed to administer the library/media center.  <input type="checkbox"/>	Rarely trains and supervises library/media center personnel to perform duties efficiently.  <input type="checkbox"/>	Sometimes demonstrates competency in selection, acquisition, circulation and maintenance of materials and equipment.  <input type="checkbox"/>	Consistently demonstrates competency in selection, acquisition, circulation and maintenance of materials and equipment.  <input type="checkbox"/>	
E. Prepares statistical records needed to administer the library/media center.	Rarely prepares statistical records needed to administer the library/media center.  <input type="checkbox"/>	Rarely trains and supervises library/media center personnel to perform duties efficiently.  <input type="checkbox"/>	Sometimes prepares statistical records needed to administer the library/media center.  <input type="checkbox"/>	Consistently prepares statistical records needed to administer the library/media center.  <input type="checkbox"/>	
F. Trains and supervises library/media center personnel to perform duties efficiently.					

	1	2	3	4	5
G. Administer budgets according to needs and objectives of the library/media center within administrative guidelines.	Rarely administers budgets according to needs and objectives of the library/media center within administrative guidelines. <input type="checkbox"/>		Sometimes administers budgets according to needs and objectives of the library/media center within administrative guidelines. <input type="checkbox"/>		Consistently administers budgets according to needs and objectives of the library/media center within administrative guidelines. <input type="checkbox"/>
H. Evaluates library/media center programs, services, facilities and materials to assure optimum use.	Rarely evaluates library/media center programs, services, facilities and materials to assure optimum use. <input type="checkbox"/>		Sometimes evaluates library/media center programs, services, facilities and materials to assure optimum use. <input type="checkbox"/>		Consistently evaluates library/media center programs, services, facilities and materials to assure optimum use. <input type="checkbox"/>
I. Uses time effectively, efficiently and professionally	Rarely uses time effectively, efficiently and professionally. <input type="checkbox"/>		Sometimes uses time effectively, efficiently and professionally. <input type="checkbox"/>		Consistently uses time effectively, efficiently and professionally. <input type="checkbox"/>

**Performance Area II: Instructional Process**

**CRITERIA**

The Teacher...

Performance Levels

Performance Expectations

A. Exercises leadership and serves as a catalyst in the instructional program.	Rarely exercises leadership and serves as a catalyst in the instructional program. <input type="checkbox"/>		Sometimes exercises leadership and serves as a catalyst in the instructional program. <input type="checkbox"/>		Consistently exercises leadership and serves as a catalyst in the instructional program. <input type="checkbox"/>
B. Plans and implements the library/media center program of library/media skills.	Rarely plans and implements the library/media center program of library/media skills. <input type="checkbox"/>		Sometimes plans and implements the library/media center program of library/media skills. <input type="checkbox"/>		Consistently plans and implements the library/media center program of library/media skills. <input type="checkbox"/>
C. Promotes the development of reading skills and reading appreciation.	Rarely promotes the development of reading skills and reading appreciation. <input type="checkbox"/>		Sometimes promotes the development of reading skills and reading appreciation. <input type="checkbox"/>		Consistently promotes the development of reading skills and reading appreciation. <input type="checkbox"/>
D. Supports classroom teachers in their instructional units.	Rarely supports classroom teachers in their instructional units. <input type="checkbox"/>		Sometimes supports classroom teachers in their instructional units. <input type="checkbox"/>		Consistently supports classroom teachers in their instructional units. <input type="checkbox"/>
E. Provides resources for professional growth of faculty and staff.	Rarely provides resources for professional growth of faculty and staff. <input type="checkbox"/>		Sometimes provides resources for professional growth of faculty and staff. <input type="checkbox"/>		Consistently provides resources for professional growth of faculty and staff. <input type="checkbox"/>

**Performance Area III: Interpersonal Relationships**

**CRITERIA**

The Teacher...

Performance Levels

Performance Expectations

	1	2	3	4	5
A. Demonstrates positive interpersonal relations with students.	Does not demonstrate positive interpersonal relations with students. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes demonstrates positive interpersonal relations with students. <input type="checkbox"/>	<input type="checkbox"/>	Consistently demonstrates positive interpersonal relations with students. <input type="checkbox"/>
B. Demonstrates positive interpersonal relations with educational staff.	Does not demonstrate positive interpersonal relations with educational staff. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes demonstrates positive interpersonal relations with educational staff. <input type="checkbox"/>	<input type="checkbox"/>	Consistently demonstrates positive interpersonal relations with educational staff. <input type="checkbox"/>
C. Demonstrates positive interpersonal relations with parents/patrons.	Does not demonstrate positive interpersonal relations with parents/patrons. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes demonstrates positive interpersonal relations with parents/patrons. <input type="checkbox"/>	<input type="checkbox"/>	Consistently demonstrates positive interpersonal relations with educational staff. <input type="checkbox"/>
D. Demonstrates poise and emotional stability.	Does not demonstrate poise and emotional stability. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes demonstrates poise and emotional stability. <input type="checkbox"/>	<input type="checkbox"/>	Consistently demonstrates poise and emotional stability. <input type="checkbox"/>
E. Demonstrates care and neatness in personal appearance.	Does not demonstrate care and neatness in personal appearance. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes demonstrates care and neatness in personal appearance. <input type="checkbox"/>	<input type="checkbox"/>	Consistently demonstrates care and neatness in personal appearance. <input type="checkbox"/>

**Performance Area IV: Professional Responsibilities**

**CRITERIA**

The Teacher...

Performance Levels

Performance Expectations

A. Follows the policies and procedures of the school district.	Does not follow the policies and procedures of the school district. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes follows the policies and procedures of the school district. <input type="checkbox"/>	<input type="checkbox"/>	Consistently follows the policies and procedures of the school district. <input type="checkbox"/>
B. Demonstrates a commitment to professional growth.	Does not demonstrate a commitment to professional growth. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes demonstrates a commitment to professional growth. <input type="checkbox"/>	<input type="checkbox"/>	Consistently demonstrates a commitment to professional growth. <input type="checkbox"/>
C. Effectively performs professional responsibilities and duties as outlined in the job description including regular attendance.	Does not effectively perform professional responsibilities and duties as outlined in the job description including regular attendance. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes effectively performs professional responsibilities and duties as outlined in the job description including regular attendance. <input type="checkbox"/>	<input type="checkbox"/>	Consistently performs professional responsibilities and duties as outlined in the job description including regular attendance. <input type="checkbox"/>

	1	2	3	4	5
D. Assumes responsibilities outside the classroom as related to school.	Does not assume responsibilities outside the classroom as related to school. <input type="checkbox"/>		Sometimes assumes responsibilities outside the classroom as related to school. <input type="checkbox"/>		Consistently assumes responsibilities outside the classroom as related to school. <input type="checkbox"/>
E. Accepts and responds appropriately to supervision and suggestions for improvement.	Does not accept and respond appropriately to supervision and suggestions for improvement. <input type="checkbox"/>		Sometimes accepts and responds appropriately to supervision and suggestions for improvement. <input type="checkbox"/>		Consistently accepts and responds appropriately to supervision and suggestions for improvement. <input type="checkbox"/>

**Administrator's Recommendation**

**Teacher's Comment:**

**Administrator's Comment:**

**I. Probationary**

\_\_\_\_\_ **Reemployment**

\_\_\_\_\_ **Reemployment not recommended**

\_\_\_\_\_ **No final recommendation is being made at this time.**

**II. Tenure**

\_\_\_\_\_ **Continuing Contract**

\_\_\_\_\_ **Termination of Contract**

\_\_\_\_\_ **No final recommendation is being made at this time.**

\_\_\_\_\_  
**Teacher's Signature**

\_\_\_\_\_  
**Administrator's Signature**

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

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

(Signatures imply that the content of this document has been discussed)

# Edmonson County Schools

## Formative Teacher Evaluation Report

Special Ed. Teacher _____ School _____ Subject/Grade _____ Date _____ Evaluator _____ Period/Time _____	Check those that apply: <input type="checkbox"/> Tenured <input type="checkbox"/> Non-tenured <input type="checkbox"/> Itinerant Base School _____
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### Interpretation of Scale

Needs Improvement (Specific written plans for improvement required)	Satisfactory	Excellent	Not observed Not applicable
1	2	3	4
			5
			N

#### I. Assessment Process

##### The teacher:

- A. Follows screening procedures. \_\_\_\_\_
- B. Identifies appropriate diagnostic tests/methods for assessment. \_\_\_\_\_
- C. Demonstrates appropriate administration of assessment methods/instruments. \_\_\_\_\_
- D. Demonstrates interpretation of assessment methods/instruments. \_\_\_\_\_
- E. Initiates/processes evaluations/re-evaluations. \_\_\_\_\_

#### II. Instructional Process

- A. Demonstrates appropriate preparation for instruction. \_\_\_\_\_
- B. Demonstrates a knowledge of instructional needs of handicapping conditions. \_\_\_\_\_
- C. Demonstrates a knowledge of subject matter/curriculum. \_\_\_\_\_
- D. Selects/implements instructional objectives effectively. \_\_\_\_\_
- E. Selects/implements a variety of effective teaching techniques. \_\_\_\_\_
- F. Provides opportunities for individual differences. \_\_\_\_\_
- G. Uses a variety of effective teaching materials/resources. \_\_\_\_\_
- H. Uses instructional time effectively. \_\_\_\_\_
- I. Demonstrates ability to motivate students. \_\_\_\_\_
- J. Demonstrates ability to communicate effectively with students. \_\_\_\_\_
- K. Provides students with specific evaluative feedback. \_\_\_\_\_

L. Designs Individualized Educational Plans. \_\_\_\_\_

M. Design implements individual implementor plans. \_\_\_\_\_

**III. Classroom management**

A. Organizes classroom environment to promote learning. \_\_\_\_\_

B. Manages student behavior in a constructive manner. \_\_\_\_\_

**IV. Interpersonal relationships**

A. Demonstrates positive interpersonal relationships with students. \_\_\_\_\_

B. Demonstrates positive interpersonal relationships with educational staff. \_\_\_\_\_

C. Demonstrates positive interpersonal relationships with parents/patrons. \_\_\_\_\_

D. Demonstrates poise and emotional stability. \_\_\_\_\_

E. Demonstrates care and neatness in personal appearance. \_\_\_\_\_

**V. Professional responsibilities**

A. Follows the policies and procedures of the school district. \_\_\_\_\_

B. Demonstrates a commitment to professional growth. \_\_\_\_\_

C. Effectively performs professional responsibilities and duties as outlined in the job description including regular and punctual attendance. \_\_\_\_\_

D. Assumes responsibilities outside the classroom as related to school. \_\_\_\_\_

E. Accepts and responds appropriately to supervision and suggestions for improvement. \_\_\_\_\_

**Evaluator comments:**

Signature of Teacher \_\_\_\_\_

Date \_\_\_\_\_

Signature of Evaluator \_\_\_\_\_

Date \_\_\_\_\_

(Signatures imply the content of this document has been discussed)

# SPECIAL EDUCATION TEACHERS PERFORMANCE AREAS, CRITERIA, AND DESCRIPTORS

## I. ASSESSMENT PROCESS (Performance Area)

### *The Professional Staff Member:*

- A. Follows screening procedures. (Criterion)
  - 1. Implements and interprets various screening instruments and procedures. (Descriptor)
  - 2. Follows the guidelines and procedures established by the district.
  - 3. Utilizes the screening information to determine further specific assessment instruments.
- B. Identifies appropriate diagnostic tests/methods for assessment.
  - 1. Demonstrates knowledge of the appropriate assessment methods/instruments for use with the different handicapping conditions or functional levels.
  - 2. Utilizes existing behavioral and academic data, as well as teacher input, in selecting the appropriate assessment methods/instruments.
  - 3. Considers age, functioning level, and other relevant factors when selecting the appropriate assessment methods/instruments.
  - 4. Develops an Individual Evaluation Plan by identifying instruments, procedures, and personnel needed for the evaluation process.
- C. Demonstrates appropriate administration of assessment methods/instruments.
  - 1. Follows administrative procedures and standardization requirements in the test materials.
  - 2. Demonstrates knowledge of scoring procedures as outlined in the test manuals.
  - 3. Demonstrates effective techniques in the administration of informal assessments.
- D. Demonstrates Interpretation of assessment methods/instruments.
  - 1. Evaluates test results in order to identify students' strengths and weaknesses.
  - 2. Integrates test results with information from all pertinent sources in order to generate appropriate conclusions and recommendations.
  - 3. Demonstrates ability to utilize assessment results in determining programming needs.
  - 4. Demonstrates ability to relate assessment results to parents and professionals in a meaningful fashion.
  - 5. Writes reports in a manner which substantiates the conclusions reached through the assessments.
- E. Initiates/processes evaluations/re-evaluations.
  - 1. Utilizes available academic and behavioral data in initiating referrals (e.g., intake, placement change, pre-vocational/vocational and related services).
  - 2. Participates as appropriate in the preparation/completion of activities for the evaluation/re-evaluation process.
  - 3. Participates in conferences/staffings as required.

Source: Valentine, Jerry W. (1989). Principles and Practices For Effective Evaluation. University of Missouri, Columbia, MO 65211.

## II. INSTRUCTIONAL PROCESS

### *The Professional Staff Member:*

- A. Demonstrates appropriate preparation for instruction.
  - 1. Selects activities which are appropriate to the abilities, needs and interests of the students.
  - 2. Designs lessons in a clear, logical, and sequential format.
  - 3. Incorporates content from previous lessons into daily planning to insure continuity and sequence.
- B. Demonstrates a knowledge of instructional needs of handicapping conditions.
  - 1. Displays a knowledge of teaching strategies in programming for the handicapped student.
  - 2. Selects materials appropriate to the instructional needs of the student.
  - 3. Provides consultative services to students, teachers, and parents as needed.
- C. Demonstrates a knowledge of subject matter/curriculum.
  - 1. Displays a competent knowledge of curriculum and subject matter.
  - 2. Selects and presents subject matter which is accurate.
  - 3. Selects materials appropriate to the subject matter/curriculum.
- D. Selects/Implements instructional objectives effectively.
  - 1. Communicates learning objectives to students.
  - 2. Uses learning activities designed to achieve stated objectives.
  - 3. Assigns work to students which requires application of instructional objectives.
  - 4. Utilizes current events and unexpected situations for their educational value.
- E. Selects/Implements a variety of effective teaching techniques.
  - 1. Provides for instructional set, comprehension checks, and closure during lessons.
  - 2. Employs a variety of teaching techniques appropriate to the functioning level of students and the instructional objectives (e.g., lecturing, modeling, demonstrating, questioning, experimentation, self-teaching, role playing, multisensory strategies).
  - 3. Relates current lessons to previous learning.
  - 4. Modifies lesson plans, teaching techniques, and educational experiences as the learning situation requires.
  - 5. Provides opportunities for students to explore problems and weigh alternatives in decision making.
- F. Provides opportunities for individual differences.
  - 1. Groups students for each instructional activity in a manner which best assists the learning process.
  - 2. Uses a variety of questioning levels effectively.
  - 3. Provides support materials that are coordinated with the learning experiences and the developmental level of the child.
  - 4. Provides a variety of activities which promote maximum student involvement.
  - 5. Provides activities and/or solicits help for remediation and enrichment.
  - 6. Reteaches if assessment results indicate it is appropriate.
- G. Uses a variety of effective teaching materials/resources.
  - 1. Uses materials which enhance multisensory learning (e.g., tactile, visual, and

- auditory).
2. Is resourceful in finding, developing, and using materials to aid instruction.
  3. Uses available community resources relevant to instruction.
- H. Uses Instructional time effectively.
1. Begins activities promptly.
  2. Provides for appropriate learning activities throughout the instructional time.
  3. Avoids unnecessary delays during the lesson.
  4. Avoids inappropriate digressions during the lesson.
  5. Implements a time schedule individualized for student needs.
- I. Demonstrates ability to motivate students.
1. Strives to encourage and involve students who show little or no interest.
  2. Presents activities which simulate relevant situations outside the school.
  3. Responds positively to students' requests for help.
  4. Gives frequent and prompt feedback to students.
  5. Stimulates and encourages creative and critical thinking.
  6. Selects and utilizes appropriate reinforcers to promote learning.
  7. Provides students with the opportunity to meet with success.
  8. Provides activities which promote student independence.
- J. Demonstrates ability to communicate effectively with students.
1. Communicates expectations to students.
  2. Uses correct oral and written communication.
  3. Uses vocabulary commensurate with the student's language skills.
  4. Presents ideas logically.
  5. Gives directions that are clear, concise, and reasonable.
  6. Uses a variety of verbal and non-verbal techniques (e.g., signing, cues, proximity, physical contact).
  7. Makes an effort to understand the student's communication system.
  8. Elicit and responds to student questions.
  9. Summarizes effectively.
- K. Provides students with specific, evaluative feedback.
1. Makes appropriate use of both formal and informal assessments to provide students with evaluative feedback.
  2. Provides timely feedback of daily performance.
  3. Provides students with written and/or verbal comments, in addition to scores, to clarify performance.
  4. Makes opportunities for one-to-one conferences.
  5. Assesses students as a group and provides individual feedback.
  6. Assists students in evaluating their own performance.
- L. Designs Individualized Educational Plans.
1. Exhibits evidence of preparation for conference.
  2. Organizes comprehensive Present Level of Performance reflecting relevant assessment data.
  3. Identifies areas for developing appropriate goals based upon diagnostic and present level information.
  4. Specifies objectives with required components.
  5. Specifies appropriate pupil placement and justification for placement.
  6. Completes all item/components of IEP (e.g., dates, page numbers, adaptations and modifications attachment).
  7. Submits IEP and attachments per department procedures.

- M. Designs/Implements Individual Implementor Plans.
1. Writes IIP's which contain critical elements necessary to implement corresponding IEP objectives.
  2. Develops IIP data recording systems that are easily understood and accessible to other professional staff.
  3. Uses data recording systems consistently.
  4. Modifies instructional design based on data derived from recording systems.

### III. CLASSROOM MANAGEMENT

*The Professional Staff Member:*

- A. Organizes classroom environment to promote learning.
1. Communicates classroom procedures clearly.
  2. Maintains the classroom in a functional, attractive, and orderly environment conducive to student learning.
  3. Assesses the learning environment and knows how and when to change the environment.
  4. Insures that materials and information can be read, seen, and/or heard by students.
  5. Promotes a classroom atmosphere conducive to good health and safety.
  6. Organizes classroom space to match instructional plans and individual needs.
  7. Provides adequate management plans for substitute teachers.
- B. Manages student behavior in a constructive manner.
1. Establishes and clearly communicates behavioral expectations and consequences.
  2. Manages the behavior of individuals, thus, maximizing group learning.
  3. Promotes self-discipline.
  4. Reinforces appropriate behavior.
  5. Uses effective techniques (e.g., social approval, contingent activities, keeping students on task) to maintain appropriate behavior.
  6. Identifies and ignores inconsequential behavior problems.
  7. Manages disruptive behavior in a constructive, timely manner.
  8. Endeavors to find and eliminate causes of undesirable behavior.
  9. Manages discipline problems in accordance with administrative regulations, school board policies, and legal requirements.

### IV. INTERPERSONAL RELATIONSHIPS

*The Professional Staff Member:*

- A. Demonstrates effective interpersonal relationships with students.
1. Demonstrates a respect, understanding, and acceptance of each student as an individual, regardless of sex, race, ethnic origin, cultural or socioeconomic background, religion, or handicapping condition.
  2. Recognizes that a student's emotional well-being affects learning potential.
  3. Encourages students to develop to their full potential.
  4. Communicates with students empathetically.
  5. Gives time willingly to provide for a student's academic and personal needs.
  6. Displays effective active-listening skills.

## V. PROFESSIONAL RESPONSIBILITIES

### *The Professional Staff Member:*

- A. Participates in professional growth activities.
  - 1. Demonstrates commitment by participation in professional activities (e.g., coursework, workshops, conferences).
  - 2. Takes advantage of opportunities to learn from colleagues, students, parents, and community.
  - 3. Is knowledgeable of current developments and issues in Special/Vocational Education.
- B. Follows the communicated policies and procedures of the school district.
  - 1. Demonstrates awareness of policies, regulations, and procedures applicable to his/her position.
  - 2. Works cooperatively with other educators to implement policies, regulations, and procedures.
  - 3. Selects appropriate channels for resolving concerns/problems when implementing policies, regulations, and procedures.
- C. Assumes responsibilities outside of the classroom in the best interest of the student.
  - 1. Assumes fair share of non-instructional responsibilities.
  - 2. Exercises responsibility for student management throughout the school campus (e.g. hallway, cafeteria, playground).
- D. Demonstrates a sense of professional responsibility.
  - 1. Meets obligations in a prompt fashion, i.e., punctuality, attendance, etc.
  - 2. Carries out duties in accordance with job description in a professional manner.
  - 3. Exhibits personal self-control.
  - 4. Utilizes supervisory/evaluative feedback to change behavior.
  - 5. Utilizes a problem solving approach in dealing with areas of concern.
  - 6. Demonstrates effective organizational skills as previously defined by supervisor.
  - 7. Is knowledgeable of relevant community resources.
- E. Processes district/departmental records and data.
  - 1. Monitors and forwards various pupil data forms.
  - 2. Completes appropriate referrals for ancillary program service.
  - 3. Completes forms/records per established timelines, i.e., district forms, referrals, supply/text requisitions, student attendance, etc.
  - 4. Provides accurate data to the school and district as requested for management purposes.

Special Education Criteria and Descriptors used by permission of the Special School District, St. Louis, Missouri.

# Edmonson County Schools

## Summative Evaluation Report

Special Education Teacher _____ School _____ Date _____ Period/Time _____ Evaluator _____	Check those that apply: ___ Tenured ___ Non-tenured ___ Itinerant Base School _____
--	--

### Performance Area I: Assessment Process

CRITERIA The Special Education Teacher:...	Performance Levels				Performance Expectations
	1	2	3	4	5
A. Follows screening procedures.	Rarely follows screening procedures. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes follows screening procedures. <input type="checkbox"/>	<input type="checkbox"/>	Consistently follows screening procedures. <input type="checkbox"/>
B. Identifies appropriate diagnostic tests/methods for assessment.	Rarely identifies appropriate diagnostic tests/methods for assessment. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes identifies appropriate diagnostic tests/methods for assessment. <input type="checkbox"/>	<input type="checkbox"/>	Consistently identifies appropriate diagnostic tests/methods for assessment. <input type="checkbox"/>
C. Demonstrates appropriate administration of assessment methods/instruments.	Rarely demonstrates appropriate administration of assessment methods/instruments. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes demonstrates appropriate administration of assessment methods/instruments. <input type="checkbox"/>	<input type="checkbox"/>	Consistently demonstrates appropriate administration of assessment methods/instruments. <input type="checkbox"/>
D. Demonstrates interpretation of assessment methods/instruments.	Rarely demonstrates interpretation of assessment methods/instruments. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes demonstrates interpretation of assessment methods/instruments. <input type="checkbox"/>	<input type="checkbox"/>	Consistently demonstrates interpretation of assessment methods/instruments. <input type="checkbox"/>
E. Initiates/processes evaluations/re-evaluations.	Rarely initiates/processes evaluations/re-evaluations. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes initiates/processes evaluations/re-evaluations. <input type="checkbox"/>	<input type="checkbox"/>	Consistently initiates/processes evaluations/re-evaluations. <input type="checkbox"/>

### Performance Area II: The Instructional Process

CRITERIA The Teacher...	Performance Levels				Performance Expectations
	1	2	3	4	5
A. Demonstrates appropriate preparation for instruction.	Rarely demonstrates appropriate preparation for instruction. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes demonstrates appropriate preparation for instruction. <input type="checkbox"/>	<input type="checkbox"/>	Consistently demonstrates appropriate preparation for instruction. <input type="checkbox"/>
B. Demonstrates a knowledge of instructional needs of handicapping conditions.	Rarely demonstrates a knowledge of instructional needs of handicapping conditions. <input type="checkbox"/>	<input type="checkbox"/>	Sometimes demonstrates a knowledge of instructional needs of handicapping conditions. <input type="checkbox"/>	<input type="checkbox"/>	Consistently demonstrates a knowledge of instructional needs of handicapping conditions. <input type="checkbox"/>

	1	2	3	4	5
C. Demonstrates a knowledge of subject matter/ curriculum.	Rarely demonstrates a knowledge of subject matter/curriculum. <input type="checkbox"/> <input type="checkbox"/>	Sometimes demonstrates a knowledge of subject matter/curriculum. <input type="checkbox"/> <input type="checkbox"/>	Consistently demonstrates a knowledge of subject matter/ curriculum. <input type="checkbox"/>		
D. Selects/implements instructional objectives effectively.	Rarely selects/implements instructional objectives effectively. <input type="checkbox"/> <input type="checkbox"/>	Sometimes selects/implements instructional objectives effectively. <input type="checkbox"/> <input type="checkbox"/>	Consistently selects/implements instructional objectives effectively. <input type="checkbox"/>		
E. Selects/implements a variety of effective teaching techniques.	Rarely selects/implements a variety of effective teaching techniques. <input type="checkbox"/> <input type="checkbox"/>	Sometimes selects/implements a variety of effective teaching techniques. <input type="checkbox"/> <input type="checkbox"/>	Consistently selects/implements a variety of effective teaching techniques. <input type="checkbox"/>		
F. Provides opportunities for individual differences.	Rarely provides opportunities for individual differences. <input type="checkbox"/> <input type="checkbox"/>	Sometimes provides opportunities for individual differences. <input type="checkbox"/> <input type="checkbox"/>	Consistently provides opportunities for individual differences. <input type="checkbox"/>		
G. Uses a variety of effective teaching materials/resources.	Rarely uses a variety of effective teaching materials/resources. <input type="checkbox"/> <input type="checkbox"/>	Sometimes uses a variety of effective teaching materials/resources. <input type="checkbox"/> <input type="checkbox"/>	Consistently uses a variety of effective teaching materials/resources. <input type="checkbox"/>		
H. Uses instructional time effectively.	Rarely uses instructional time effectively. <input type="checkbox"/> <input type="checkbox"/>	Sometimes uses instructional time effectively. <input type="checkbox"/> <input type="checkbox"/>	Consistently uses instructional time effectively. <input type="checkbox"/>		
I. Demonstrates ability to motivate students.	Rarely demonstrates ability to motivate students. <input type="checkbox"/> <input type="checkbox"/>	Sometimes demonstrates ability to motivate students. <input type="checkbox"/> <input type="checkbox"/>	Consistently demonstrates ability to motivate students. <input type="checkbox"/>		
J. Demonstrates ability to communicate effectively with students.	Rarely demonstrates ability to communicate effectively with students. <input type="checkbox"/> <input type="checkbox"/>	Sometimes demonstrates ability to communicate effectively with students. <input type="checkbox"/> <input type="checkbox"/>	Consistently demonstrates ability to communicate effectively with students. <input type="checkbox"/>		
K. Provides students with specific evaluative feedback.	Rarely provides students with specific evaluative feedback. <input type="checkbox"/> <input type="checkbox"/>	Sometimes provides students with specific evaluative feedback. <input type="checkbox"/> <input type="checkbox"/>	Consistently provides students with specific evaluative feedback. <input type="checkbox"/>		
L. Designs Individualized Educational Plans.	Rarely designs Individualized Educational Plans. <input type="checkbox"/> <input type="checkbox"/>	Sometimes designs Individualized Educational Plans. <input type="checkbox"/> <input type="checkbox"/>	Consistently designs Individualized Educational Plans. <input type="checkbox"/>		
M. Designs/implements individual implementor plans	Rarely designs/implements individual implementor plans. <input type="checkbox"/> <input type="checkbox"/>	Sometimes designs/implements individual implementor plans. <input type="checkbox"/> <input type="checkbox"/>	Consistently designs/implements individual implementor plans. <input type="checkbox"/>		

**Performance Area III: Classroom Management**

**CRITERIA**

The Teacher...

Performance Levels

Performance Expectations

	1	2	3	4	5
A. Organizes classroom environment to promote learning.	Does not organize classroom environment to promote learning. <input type="checkbox"/>		Sometimes organizes classroom environment to promote learning. <input type="checkbox"/>		Consistently organizes classroom environment to promote learning. <input type="checkbox"/>
B. Manages student behavior in an appropriate manner.	Does not manage student behavior in an appropriate manner. <input type="checkbox"/>		Sometimes manages student behavior in an appropriate manner. <input type="checkbox"/>		Consistently manages student behavior in an appropriate manner. <input type="checkbox"/>

**Performance Area III: Interpersonal Relationships**

**CRITERIA**

The Teacher...

Performance Levels

Performance Expectations

	1	2	3	4	5
A. Demonstrates positive interpersonal relations with students.	Does not demonstrate positive interpersonal relations with students. <input type="checkbox"/>		Sometimes demonstrates positive interpersonal relations with students. <input type="checkbox"/>		Consistently demonstrates positive interpersonal relations with students. <input type="checkbox"/>
B. Demonstrates positive interpersonal relations with educational staff.	Does not demonstrate positive interpersonal relations with educational staff. <input type="checkbox"/>		Sometimes demonstrates positive interpersonal relations with educational staff. <input type="checkbox"/>		Consistently demonstrates positive interpersonal relations with educational staff. <input type="checkbox"/>
C. Demonstrates positive interpersonal relations with parents/patrons.	Does not demonstrate positive interpersonal relations with parents/patrons. <input type="checkbox"/>		Sometimes demonstrates positive interpersonal relations with parents/patrons. <input type="checkbox"/>		Consistently demonstrates positive interpersonal relations with educational staff. <input type="checkbox"/>
D. Demonstrates poise and emotional stability.	Does not demonstrate poise and emotional stability. <input type="checkbox"/>		Sometimes demonstrates poise and emotional stability. <input type="checkbox"/>		Consistently demonstrates poise and emotional stability. <input type="checkbox"/>
E. Demonstrates care and neatness in personal appearance.	Does not demonstrate care and neatness in personal appearance. <input type="checkbox"/>		Sometimes demonstrates care and neatness in personal appearance. <input type="checkbox"/>		Consistently demonstrates care and neatness in personal appearance. <input type="checkbox"/>

**Performance Area IV: Professional Responsibilities**

**CRITERIA**

The Teacher...

Performance Levels

Performance Expectations

A. Participates in professional growth activities.	Rarely participates in professional growth activities. <input type="checkbox"/>		Sometimes participates in professional growth activities. <input type="checkbox"/>		Consistently participates in professional growth activities. <input type="checkbox"/>
--	--	--	---	--	--

	1	2	3	4	5
B. Follows the communicated policies and procedures of the school district.	Rarely follows the communicated policies and procedures of the school district. <input type="checkbox"/>		Sometimes follows the communicated policies and procedures of the school district. <input type="checkbox"/>		Consistently follows the communicated policies and procedures of the school district. <input type="checkbox"/>
C. Assumes responsibilities outside of the classroom in the best interest of the student.	Rarely assumes responsibilities outside of the classroom in the best interest of the student. <input type="checkbox"/>		Sometimes assumes responsibilities outside of the classroom in the best interest of the student. <input type="checkbox"/>		Consistently assumes responsibilities outside of the classroom in the best interest of the student. <input type="checkbox"/>
D. Demonstrates a sense of professional responsibility.	Rarely demonstrates a sense of professional responsibility. <input type="checkbox"/>		Sometimes demonstrates a sense of professional responsibility. <input type="checkbox"/>		Consistently demonstrates a sense of professional responsibility. <input type="checkbox"/>
E. Accepts and responds appropriately to supervision and suggestions for improvement.	Does not accept and respond appropriately to supervision and suggestions for improvement. <input type="checkbox"/>		Sometimes accepts and responds appropriately to supervision and suggestions for improvement. <input type="checkbox"/>		Consistently accepts and responds appropriately to supervision and suggestions for improvement. <input type="checkbox"/>

**Administrator's Recommendation**

**Teacher's Comment:**

**Administrator's Comment:**

**I. Probationary**

- Reemployment
- Reemployment not recommended
- No final recommendation is being made at this time.

**II. Tenure**

- Continuing Contract
- Termination of Contract
- No final recommendation is being made at this time.

\_\_\_\_\_  
**Teacher's Signature**

\_\_\_\_\_  
**Administrator's Signature**

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

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

(Signatures imply that the content of this document has been discussed)

EDMONSON COUNTY PUBLIC SCHOOLS  
 Evaluation Plan for Guidance Counselors  
 Evaluation Report "

SCHOOL \_\_\_\_\_

Last Name \_\_\_\_\_ First \_\_\_\_\_

-Date \_\_\_\_\_

INTERPRETATION OF SCALE

NEEDS IMPROVEMENT (Specific Written Plans For Improvement Required)	SATISFACTORY	EXCELLENT	NOT OBSERVED NOT APPLICABL
1	2	3	N

1. Keeps up-to-date cumulative records on each student. \_\_\_\_\_
2. Assists in implementing testing program and student data plan. \_\_\_\_\_
3. Provides counseling for students to meet their remedial, preventive, and developmental needs. \_\_\_\_\_
4. Works with school personnel in placement of students in classes. \_\_\_\_\_
5. Helps teachers and parents meet the specialized needs of the students through mutual problem solving techniques. \_\_\_\_\_
6. Adheres to ethical standards of the counseling profession. \_\_\_\_\_
7. Assists in developing a local school guidance plan, based on student needs. \_\_\_\_\_
8. Schedules students, completes class rosters and forms teachable classroom units prior to the opening of the school term. \_\_\_\_\_
9. Assists students with schedule changes at the beginning of the school term. \_\_\_\_\_
10. Demonstrates positive human relationships by showing respect for the worth and dignity of all students from all cultural background. \_\_\_\_\_
11. Provides parents with information that helps meet the needs of students (i.e., parenting skills, financial aid, job opportunities) \_\_\_\_\_
12. Refers students to community agencies for appropriate services. \_\_\_\_\_
13. Assists school personnel, parents, and students in evaluating, interpreting, and utilizing test scores and other student data in order to meet student needs. \_\_\_\_\_
14. Manages the facilities, materials and equipment necessary to the guidance program. \_\_\_\_\_
15. Adheres to established laws, rules, and regulations. \_\_\_\_\_

## EVALUATION PLAN FOR GUIDANCE COUNSELOR

### Guidelines/Standards for Evaluation Supplement Report

These guidelines offer suggestions to observers when using the Evaluation Supplement Report. This is NOT an all-inclusive list, it is only a guide to clarify the intent of each item. Additional observable descriptors may be developed as experience is gained and necessity demands.

1. Keeps up-to-date cumulative records on each student.
  - Records C.T.B.S., A.C.T., P.S.A.T. and A.S.V.A.B. scores on folders.
  - Files any pertinent information in the cumulative folders for every high school student.
  - Records and/or monitors semester marks and number of credits on student folders and grade cards.
  - Averages and keeps record of grade point average on each senior.
2. Assists in implementing testing program and student data plan.
  - Keeps record of achievement testing material received from Central Office, distribution of such to teachers and overseeing of collection of said materials.
  - Administers CTBS, KET, PSAT AND GATB.
  - Provides students with the opportunity to participate in the ACT and ASVAB.
3. Provides counseling for students to meet their remedial, preventive, and developmental needs.
  - Alert to students with grade difficulties.
  - Helpful to students with problems.
  - Follows up on counseling sessions when necessary.
4. Works with school personnel in placement of students in classes.
  - Takes in to consideration teacher recommendations concerning placement.
  - Requests teacher and other school personnel consultation concerning student requests.
  - Follows up placement progress and tries to correct any wrong decisions.
5. Helps teachers and parents meet the specialized needs of the students through mutual problem solving techniques.
  - Cooperates in setting up parent teacher conferences.
  - Sensitive to parents concern for their children.
  - Makes suggestions to parents and teachers about the welfare of students.
6. Adheres to ethical standards of the counseling profession
  - Knowledgeable of counselor ethics.
  - Does not reveal confidential information.
  - Attends professional counselors meetings.

7. Assists in developing a local school guidance plan, based on student needs.
  - Seeks to know the needs of the student.
  - Has a comprehensive guidance plan and evaluation.
  - Follows written plan.
  - Goes beyond the yearly plan if need arises.
8. Schedules students, completes class rosters and forms teachable classroom units prior to the opening of the school term.
  - Encourages students to plan schedule according to individual needs.
  - Closely monitors the students progression toward graduation.
  - Promptness with student schedules, class rosters and classroom units.
  - Presents workable models of schedules, class rosters and classroom units.
9. Assists students with schedule changes at the beginning of the school term.
  - Students are enrolled in appropriate classes to meet graduation requirements.
  - Student needs have been met.
10. Demonstrates positive human relationships by showing respect for the worth and dignity of all students from all cultural background.
  - Adheres to goals of administering to all students.
  - Respects individual differences.
  - Avoids embarrassing students.
  - Exhibits a pleasant manner to all students.
11. Provides parents with information that helps meet the needs of students.
  - Plan workshops for parents and students.
  - Information to parents concerning college awareness days and nights.
  - Announcements concerning national test information.
  - Scholarship information given to parents.
12. Refers students to community agencies for appropriate services.
  - Seeks qualified persons to find help for student through referral.
13. Assists school personnel, parents, and students in evaluating, interpreting, and utilizing test scores and other student data in order to meet student needs.
  - Group counseling for test interpretation.
  - Parent conferences for information concerning their child.
  - Use test scores for individual future.
14. Manages the facilities, materials and equipment necessary to the guidance.
  - Materials arranged in an orderly fashion in guidance area.
  - Facilities reflect neatness and present a wholesome academic environment.

15. Adheres to established laws, rules, and regulations.

- Follows state wide curriculum guides.
- Keeps abreast of changing regulations.
- Meets deadlines for required work.
- Files reports promptly, accurately and legibly.

Evaluation Plan for Certified Personnel  
Evaluation of the Principal

School \_\_\_\_\_ Date \_\_\_\_\_

INTERPRETATION OF SCALE

NEEDS IMPROVEMENT (Specific Written Plans for Improvement required)	SATISFACTORY	EXCELLENT	NOT OBSERVED NOT APPLICABLE
1	2	3	N

A. Educational Program

THE PRINCIPAL:

1. Works to maintain and improve the quality of the educational program.

COMMENTS: \_\_\_\_\_

2. Promotes teaching methods which are consistent with the school philosophy.

COMMENTS: \_\_\_\_\_

3. Plans the organization of the total school.

COMMENTS: \_\_\_\_\_

4. Supervises the grouping of pupils to provide for most effective learning situations.

COMMENTS: \_\_\_\_\_

5. Minimizes classroom interruptions.

COMMENTS: \_\_\_\_\_

6. Encourages staff initiative and innovations.

COMMENTS: \_\_\_\_\_

7. Promotes a school environment which is conducive to learning.

COMMENTS: \_\_\_\_\_

8. Provides for availability of supplies and equipment.  
COMMENTS:

---

9. Inspires interest in improving the Educational Program.  
COMMENTS:

---

10. Exhibits a positive attitude by being warm, friendly,  
and concerned with the total child.  
COMMENTS:

---

B. Staff Relations  
THE PRINCIPAL:

11. Develops staff morale which supports staff members so they  
feel successful and identify with the school effort.  
COMMENTS:

---

12. Helps staff achieve meaningful goals.  
COMMENTS:

---

13. Provides clear and consistent direction.  
COMMENTS:

---

14. Allows his/her teachers to take part in decision making,  
especially when it directly involves what is going on in the  
classroom and is of the nature which they could or should participate.  
COMMENTS:

---

15. Informs the teacher of teaching strengths and weaknesses.  
COMMENTS:

---

16. Effectively helps the teacher to overcome their weaknesses.  
COMMENTS:

---

17. Is positive, frank, and tactful in his/her conferences.  
COMMENTS:

18. Is fair in dealing with staff in conflict situations.

COMMENTS:

---

19. Involves students and staff in developing and maintaining reasonable standards of conduct.

COMMENTS:

---

20. Works with staff in-cooperatively establishing fair and equitable teaching and nonteaching responsibilities.

COMMENTS:

---

21. Provides opportunities for selected professional development experiences for staff.

COMMENTS:

---

22. Exercises administrative discretion in a manner which is not arbitrary, capricious, unfair, or unreasonable.

COMMENTS:

---

23. Plans well organized faculty meetings.

COMMENTS:

---

24. Provides beneficial in-service programs with teacher input essential.

COMMENTS:

---

25. Has good communications between himself/herself and staff.

COMMENTS:

---

C. Public Relations  
THE PRINCIPAL:

26. Recognizes that public relations is important and that the best PR begins in the classroom.

COMMENTS:

27. Helps to initiate study and effective use of community resources within and outside the classroom.

COMMENTS:

---

28. Assists parents to understand the school program in general.

COMMENTS:

---

D. Personal and Professional Characteristics

THE PRINCIPAL:

29. Demonstrates poise and emotional stability, maintains cooperation and promotes harmonious relationships.

COMMENTS:

---

30. Demonstrates good judgement and uses tact and diplomacy.

COMMENTS:

---

31. Shows sense of humor, and is positive, optimistic, and enthusiastic.

COMMENTS:

---

32. Demonstrates care and good taste in personal appearance.

COMMENTS:

---

33. Demonstrates loyalty to the school.

COMMENTS:

---

34. Demonstrates leadership.

COMMENTS:

---

35. Anticipates problems and is resourceful in coping with them.

COMMENTS:

---

\_\_\_\_\_  
Evaluatee's signature

\_\_\_\_\_  
Superintendent's signature

EDMONSON COUNTY PUBLIC SCHOOLS  
Evaluation Plan for Certified Personnel

Guidelines for Evaluation of the Principal

These guidelines offer suggestions to observers when using the Evaluation of the Principal outline. This is NOT an all-inclusive list, it is only a guide to clarify the intent of each item. Additional observable descriptors may be developed as experience is gained and necessity demands.

A. EDUCATIONAL PROGRAM  
THE PRINCIPAL:

1. Works to maintain and improve the quality of the educational program.
  - Supports and assists the improvement of instruction.
  - Gives support toward betterment of the educational program.
2. Promotes teaching methods which are consistent with the school philosophy.
3. Plans the organization of the total school.
  - Provides direction and assistance by being present to observe programs in operation.
  - Initiates discussion that helps staff vocalize difficulties, needs, and suggestions.
  - Works with the staff to develop, improve, and/or implement new educational programs.
  - Talks to and uses suggestions from teachers when developing, improving, and/or implementing new educational programs.
4. Supervises the grouping of pupils to provide for most effective learning situations.
5. Minimizes classroom interruptions.
  - Regular time for announcements over PA
  - Use wisely before school, after school, and planning time to consult with teachers.
6. Encourages staff initiative and innovations.
  - Promotes staff to actions directed toward change.
  - Fosters instructional staffs desires to improve educational programs.
7. Promotes a school environment which is conducive to learning.
  - Compliments staff and students on successful achievements.

- 8. Provides for availability of supplies and equipment.
  - According to budget for each local school as determined by the Edmonson County Board of Education.
- 9. Inspires interest in improving the educational program.
  - Supports and assists the improvements of instruction.
  - Gives support toward betterment of the educational program.
  - Talks to and uses suggestions from teachers when developing, improving, and/or implementing new educational programs.
- 10. Develops staff morale which supports staff members so they feel successful and identify with the school effort.
  - Compliments staff and students on successful achievements.
- 11. Helps staff achieve meaningful goals.
  - Helps define realistic goals.
  - Provides supportive services in reaching goals.
- 12. Provides clear and consistent direction.
  - Provides written and verbal communications that are easy to understand.
  - Thoroughly understands and interprets current programs so as to eliminate confusion among staff members.
- 13. Allows his teachers to take part in decision making, especially when it directly involves what is going on in the classroom and is of the nature which they could or should participate.
  - Uses staff and its input in:
    1. curriculum planning,
    2. textbook selection, and
    3. selection of instructional materials.
  - Provides information of available resources and materials useful in curriculum planning, textbook selection, and instruction.
- 14. Informs the teacher of teaching strengths and weaknesses.
  - Communicates to the teacher observations of his/her classroom.
- 15. Effectively helps the teacher to overcome his/her weaknesses.
  - Provides guidance and resources for professional growth.
- 16. Is positive, frank, and tactful in his/her conferences.
  - Deals openly with staff.
  - Uses diplomacy when working with staff.
  - Acknowledges strong points of a given situation when attempting to correct a weakness.

17. Is fair in dealing with staff in conflict situations.
  - Is diplomatic and fair.
  - Does not promote conflict situations.
  - Promotes understanding and positive solutions in conflict situations.
18. Involves students and staff in developing and maintaining reasonable standards of conduct.
  - To follow the guidelines as established by the Edmonson County Board of Education.
19. Works with staff in cooperatively establishing fair and equitable teaching and nonteaching responsibilities.
  - The principal provides an extra-teaching roster for all teachers.
  - The principal is fair in distributing teacher load and planning periods.
20. Provides opportunities for selected professional development experiences for staff.
  - Provides assistance in developing appropriate staff development experiences.
  - Serves as a resource in planning professional development.
21. Exercises administrative discretion in a manner which is not arbitrary, capricious, unfair or unreasonable.
  - Uses good judgement in dealing with professional situations according to district goals.
22. Plans well organized faculty meetings.
  - Plans purposeful meetings.
  - Demonstrates organization in planning and running a meeting.
23. Provides beneficial in-service programs with teacher input essential.
  - Uses staff to plan staff development according to their needs.
  - Assesses staff needs when planning staff development.
24. Has good communications between himself/herself and staff.
  - Keeps staff informed.
  - Promotes open two-way communication.

B. PUBLIC RELATIONS  
THE PRINCIPAL:

25. Recognizes that public relations is important and that the best PR begins in the classroom.
  - Supports staff and school program publicly.

- Provides accurate, or unbiased information about the school and its staff to the public.
26. Helps to initiate study and effective use of community resources within and outside the classroom.
- Seeks out community resources for school use.
27. Assists parents to understand the school program in general and progress of their children.
- Provide correct information on district goals and policies to the public.
  - Is not prejudice or unsupportive of district goals and policies to the public.
  - The principal provides open communication concerning student progress to parents.
- C. PERSONAL AND PROFESSIONAL CHARACTERISTICS  
THE PRINCIPAL:
28. Demonstrates poise and emotional stability, maintains cooperation and promotes harmonious relationships.
- Retains composure and reacts rationally in high stress situations.
  - Makes a sincere effort to maintain harmony among staff by listening to and considering the opinions of teachers.
29. Demonstrates good judgement and uses tact and diplomacy.
- Guards against broadcasting damaging statements about school personnel.
  - Shares evidence of prior study before making decisions and communicating with staff.
30. Shows sense of humor, is positive, optimistic and enthusiastic.
- Retains dignity and sense of humor rather than becoming defensive when faced with errors or misjudgement.
  - Maintains an open and encouraging attitude toward all staff members.
  - Is not personally offended by staff members who express differing opinions.
  - Hopefully pursues educational goals rather than constantly finding fault with the system.
31. Demonstrates care and good taste in personal appearance.
- Shows evidence of personal grooming.
  - Dresses in a manner befitting the profession.

32. Demonstrates loyalty to the school.

- Upholds the goals of various schools as well as the school system before school personnel and the public.
- Does not let personal biases influence the manner in which board policies and administrative regulations are implemented.

33. Demonstrates leadership.

- Presents educational challenges for improvement and change in such a manner that staff members recognize the value of such challenges and agree to embrace them.
- Is able to make decisions after gathering input from those affected and initiates subsequent action with the support of the majority.

34. Anticipates problems and is resourceful in coping with them.

- Foresees possible conflict situations through observing and communication with staff.
- Take the necessary steps to prevent conflict situations.
- Presents several alternatives to individuals or groups when conflict situations arise.

Other Administrators ??

EDMONSON COUNTY PUBLIC SCHOOLS

Other Certified Evaluation Supplement

School \_\_\_\_\_ Date \_\_\_\_\_

INTERPRETATION OF SCALE

NEEDS IMPROVEMENT (Specific written Plans for Improvement Required)	SATISFACTORY	EXCELLENT	NOT OBSERVED NOT APPLICABLE
1	2	3	N

A. Educational Program

THE ADMINISTRATOR:

1. Works to maintain and improve the quality of the educational program.  
COMMENTS: \_\_\_\_\_

2. Encourages staff initiative and innovations.  
COMMENTS: \_\_\_\_\_

3. Cooperates and consults with the principal when developing, improving,  
and/or implementing new programs.  
COMMENTS: \_\_\_\_\_

4. Assists the principal and teachers in determining appropriate methods  
to accomplish specific educational goals.  
COMMENTS: \_\_\_\_\_

5. Serves as a resource in making instructional materials and consultant  
services available.  
COMMENTS: \_\_\_\_\_

6. Demonstrates an interest in students and their welfare.  
COMMENTS: \_\_\_\_\_

7. Inspires interest in improving the educational program.  
COMMENTS: \_\_\_\_\_

8. Provides leadership for and effectively coordinates those programs for which he/she is specifically responsible.

COMMENTS:

---

9. Plans and implements a well organized opening and closing of the school year.

COMMENTS:

---

B. Staff Relations

THE ADMINISTRATOR:

10. Is accessible and responsive to principal and staff when needed.

COMMENTS:

---

11. Helps principals and staff achieve meaningful goals.

COMMENTS:

---

12. Provides clear and consistent directions.

COMMENTS:

---

13. Assists principals in identifying teacher's strengths and weaknesses.

COMMENTS:

---

14. Effectively assists principals and staff in overcoming weaknesses.

COMMENTS:

---

15. Is positive, frank, and tactful in dealing with principal and teachers.

COMMENTS:

---

16. Is fair in dealing with principals and teachers in conflict situations.

COMMENTS:

---

17. Provides opportunities for appropriate professional developmental experiences for principals and teachers.

COMMENTS:

---

18. Helps build morale by recognizing the successful accomplishments of principal and teachers.

COMMENTS:

19. Exercises administrative discretion in a fair and reasonable manner consistent with district goals.

COMMENTS:

---

20. Plans well organized meetings.

COMMENTS:

---

21. Provides or assists in providing appropriate staff development programs based on needs identified by principal and staff.

COMMENTS:

---

22. Communicates effectively with administrative and teaching staff.

COMMENTS:

---

23. Involves principals and teachers in the decision making process as it relates to curriculum planning, textbook selection, and situations which directly involve what occurs in the classrooms.

COMMENTS:

---

C. Public Relations

THE ADMINISTRATOR:

---

24. Recognizes the importance of public relations by supporting the principal, the staff, and the educational program before the public.

COMMENTS:

---

25. Effectively interprets district philosophy and policies to staff and public.

COMMENTS:

---

26. Initiates effective use of community resources.

COMMENTS:

---

D. Personal and Professional Characteristics

THE ADMINISTRATOR:

---

27. Demonstrates poise and emotional stability, maintains cooperation, and promotes harmonious relationships.

COMMENTS:

28. Demonstrates good judgement and uses tact and diplomacy.  
COMMENTS:

---

29. Shows sense of humor, is positive, optimistic, and enthusiastic.  
COMMENTS:

---

30. Demonstrates care and good taste in personal appearance.  
COMMENTS:

---

31. Demonstrates loyalty to the schools and school system.  
COMMENTS:

---

32. Demonstrates leadership.  
COMMENTS:

---

33. Anticipates problems and is resourceful in coping with them.  
COMMENTS:

---

\*This form may be used as form DC 104 by the Superintendent to evaluate other certified staff.

\_\_\_\_\_  
Evaluattee's signature

\_\_\_\_\_  
Superintendent's signature

\*\*CENTRAL OFFICE STAFF REFERS TO ALL ASSISTANT SUPERINTENDENTS, DIRECTORS, SUPERVISORS COORDINATORS. SOME ITEMS WILL NOT BE APPLICABLE.

EDMONSON COUNTY PUBLIC SCHOOLS  
Evaluation Plan for Certified Personnel

Guidelines for Administrator's Evaluation

These guidelines offer suggestions to observers when using the Administrator's Evaluation. This is NOT an all-inclusive list, it is only a guide to clarify the intent of each item. Additional observable descriptors may be developed as experience is gained and necessity demands.

A. EDUCATIONAL PROGRAM  
THE ADMINISTRATOR:

1. Works to maintain and improve the quality of the educational program.
  - Supports and assists the improvement of instruction.
  - Gives support toward betterment of the educational program.
2. Encourages staff initiative and innovation.
  - Promotes staff to actions directed toward change.
  - Fosters instructional staff desires to improve educational programs.
3. Cooperates and consults with the principal when developing, improving, and/or implementing new educational programs.
  - Works with the principal to develop, improve, and/or implement new educational programs.
  - Talks to and uses suggestions from principals when developing, improving, and/or implementing new educational programs.
4. Assists the principal and teachers in determining appropriate methods to accomplish specific educational goals.
  - Works with the principal and teachers to find out how to achieve certain educational ends.
5. Serves as a resource in making instructional materials and consultant services available.
  - Seeks out or researches for appropriate materials/consultants for specific requests.
  - Makes necessary contacts to facilitate getting materials/consultants.
6. Demonstrates an interest in students and their welfare.
  - Exhibits a concern for student achievement in all types of school activities both academic and extracurricular.
  - Shows enthusiasm for student achievement in both academic and extracurricular activities.

7. Generates interest in improving the educational program.
  - Stimulates concern for betterment of the education program.
  - Exhibits commitment when working with teachers and administrators in improving current programs and/or implementing new ones.
  - Shares knowledge and information regarding effective programs with teachers and administrators.
8. Provides leadership for and effectively coordinates those programs for which he/she is specifically responsible.
  - Provides direction and assistance by being present to observe programs in operation.
  - Initiates discussion that help staff vocalize difficulties, needs, and suggestions.
  - Meets with persons involved in a program to gain input and improvements as needed.
9. Plans and implements a well-organized opening and closing of the school year.
  - Makes the necessary long range plans that result in smooth transition for staff at the beginning and ending of the school year.
  - Is available to assist as needed during opening and closing transition period.

B. STAFF RELATIONS  
THE ADMINISTRATOR:

10. Is accessible and responsive to principal and staff when needed.
  - Can be reached within a short period of time.
  - Carries through on agreed request within a reasonable amount of time.
11. Helps principals and staff achieve meaningful goals.
  - Helps define realistic goals.
  - Provides supportive services in reaching goals.
12. Provides clear and consistent directions.
  - Provides written and verbal communications that are easy to understand.
  - Thoroughly understands and interprets current programs so as to eliminate confusion among staff members.
13. Assists principals in identifying teachers strengths and weaknesses.
  - Communicates to the principal observations of his staff.
14. Effectively assists principals and staff in overcoming weaknesses.
  - Provides guidance and resources for professional growth.

15. Is positive, frank, and tactful in dealing with principal and teachers.
  - Deals openly with staff.
  - Uses diplomacy when working with staff.
  - Acknowledges strong points of a given situation when attempting to correct a weakness.
16. Is fair in dealing with principals and teachers in conflict situations.
  - Is diplomatic and fair.
  - Does not promote conflict situations.
  - Promotes understanding and positive solutions in conflict situations.
17. Provides opportunities for appropriate professional development experiences for principals and teachers.
  - Provides assistance in developing appropriate staff development experiences.
  - Serves as a resource in planning professional development.
18. Helps build morale by recognizing the successful accomplishments of principal and teachers.
  - Compliments staff on successful achievements.
  - Uses staffs' strong points to assist in providing professional development for others.
19. Exercises administrative discretion in a fair and reasonable manner consistent with district goals.
  - Uses good judgement in dealing with professional situations according to district goals.
20. Plans well organized meetings.
  - Plans purposeful meetings.
  - Demonstrates organization in planning and running a meeting.
21. Provides or assists in providing appropriate staff development programs based on needs identified by principal and staff.
  - Uses staff to plan staff development according to their needs.
  - Assesses staff needs when planning staff developments.
22. Communicates effectively with administrative and teaching staff.
  - Keeps staff informed.
  - Promotes open two-way communication.
23. Involves principals and teachers in the decision making process as it relates to curriculum planning, textbook selection, and situations which directly involve what occurs in the classroom.
  - Uses staff and its input in:
    1. curriculum planning,
    2. textbook selection, and
    3. selection of instructional materials.

- Provides information of available resources and materials useful in curriculum planning, textbook selection, and instruction.

C. PUBLIC RELATIONS  
THE ADMINISTRATOR:

24. Recognizes the importance of public relations by supporting the principal, the staff, and the educational programs before the public.
  - Supports staff and school program publicly.
  - Provides accurate, or unbiased information about the school and its staff to the public.
25. Effectively interprets district philosophy and policies to staff and public.
  - Provide correct information on districts goals and policies to the public.
  - Is not prejudice or unsupportive of district goals publicly.
26. Initiates effective use of community resources.
  - Seeks out community resources for school use.

D. PERSONAL AND PROFESSIONAL CHARACTERISTICS  
THE ADMINISTRATOR:

27. Demonstrates poise and emotional stability, maintains cooperation, and promotes harmonious relationships.
  - Retains composure and reacts rationally in high stress situations.
  - Makes a sincere effort to maintain harmony among staff by listening to and considering the opinions of principals and teachers in matters related to the administrator's specific responsibilities.
28. Shows sense of humor, is positive, optimistic, and enthusiastic.
  - Retains dignity and sense of humor rather than becoming defensive when faced with errors or misjudgement.
  - Maintains an open and encouraging attitude toward all staff members.
  - Is not personally offended by staff members who express differing opinions.
  - Hopefully pursues educational goals rather than constantly finding fault with the system.
30. Demonstrates care and good taste in personal appearance.
  - Shows evidence of personal grooming.
  - Dresses in a manner befitting the profession.
31. Demonstrates loyalty to the schools and school system.
  - Upholds the goals of the various schools as well as the school system before school personnel and the public.

- Does not let personal biases influence the manner in which board policies and administrative regulations are implemented.

32. Demonstrates leadership.

- Presents educational challenges for improvement and change in such a manner that staff members recognize the value of such challenges and agree to embrace them.
- Is able to make decisions after gathering input from those affected and initiates subsequent action with the support of the majority.

33. Anticipates problems and is resourceful in coping with them.

- Forces possible conflict situations through observing and communication with staff.
- Take the necessary steps to prevent conflict situations.
- Presents several alternatives to individuals or groups when conflict situations do arise.

The following criteria with descriptors were added to the evaluation forms for all administrators including counselors:

1. Performs all duties as stated in the job description including having punctual attendance that serves as a model for teachers.

Descriptors:

- Time is managed to maximize attainment of organizational goals.
- Has a vision that is clearly communicated to all staff, students and community
- Is prompt and timely in responding to the duties of the profession.
- Problems are confronted and resolved in a timely manner.
- Organizational systems are regularly monitored and modified as needed.

2. Promotes and assist teachers to incorporate instructional strategies or management techniques that are fair and respect diversity and individual differences.

Descriptors:

- Diversity of staff, students and parents is recognized and valued.
- Evaluates teachers to determine the degree the staff is meeting the diverse learning styles of students and provides guidance and assistance to teachers to constantly improve this need.
- Treats all people fairly, equitable, and with dignity and respect.
- Applies laws and procedures fairly, wisely, and considerately.

3. Demonstrates the use of resources including technology.

Descriptors:

- Has a basic understanding of how technology can be utilized in the instructional process to improve student learning.
- Able to master the majority of the sixteen technology standards and is continually training to improve technology skills.
- Stays abreast of current trends as technology relates to improving the learning process.
- Continually seeks avenues to expand the technological capabilities of the school system.

**Edmonson County Schools**  
**Superintendent Evaluation Form for \_\_\_\_\_**

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

The Edmonson County Board of Education recognizes that the purpose for evaluating the Superintendent is to improve his/her performance as the educational leader in the community. The following principles will be followed in the development and implementation of this process:

1. The evaluation shall be based upon criteria that are clearly stated and correspond to the position description for the Superintendent and the goals of the school district. These criteria should be agreed upon in advance of the period under review by the Board of Education and the Superintendent.
2. Each board member should have the opportunity to evaluate the performance of the Superintendent on an individual basis. However, this individual review must lead to a consensus that will represent the official position of the board in regard to that particular element.
3. The evaluation system should afford the Superintendent the opportunity for self-review. Opinions reflected in the evaluation process should be based upon multiple sources of information that can be provided by members of the board or the Superintendent. Efforts should be made to base any conclusions reached from information that can be documented. The evaluation procedure should require the Board of Education and the Superintendent to discuss the information relating to the Superintendent's performance in a closed session of the board.
4. The evaluation process shall culminate in suggestions as needed for improving the performance of the Superintendent, modifying Board-Superintendent relations, and/or modifying goals and objectives of the district.

**Rating Description**

1. **Needs Strengthening** - Limited performance, knowledge and/or experience, specific need for professional growth experience.
2. **Satisfactory Performance** - Good knowledge and/or experience - could benefit from professional growth experience.
3. **Better Than Average Performance** - Good knowledge and experience - capable of supervision, research, planning - could contribute to professional growth programs.
4. **Superior Performance** - Outstanding.

**A. Responsibilities with the board. The Superintendent:**

	1	2	3	4
1. Keeps the board informed through both written and verbal communication.				
2. Offers professional advice to the board on items requiring board action and makes appropriate recommendations.				
3. Interprets and executes board policy				

1

1. Needs Strengthening
2. Satisfactory Performance
3. Better Than Average Performance
4. Superior Performance

**A. Responsibilities with the board (continued)**

1 2 3 4

4. Seeks and accepts constructive criticism of work				
5. Supports board policy and actions to the public and staff				
6. Has harmonious working relationship with board				
7. Accepts responsibility for recommendations				
8. Treats board members impartially				
9. Refrains from criticism of individual or group members of the board				
10. Shares differences of opinion with the board				
11. Supports and implements decision of the board				
Composite Evaluation - "Responsibilities with the board"				

Comments and/or suggestions:

**B. Community Relations. The Superintendent**

1 2 3 4

1. Gains respect and support of the community on the conduct of the school operation				
2. Gives attention to problems and opinions of all groups and individuals				
3. Develops a positive relationship with news media				
4. Participates actively in community life and affairs				
5. Works effectively with other public and private agencies				
6. Is recognized as the community leader in public education				
7. Works to diminish or eliminate problems by being a good listener				
Composite Evaluation - "Community Relations"				

Comments and/or suggestions:

**C. Staff and Personal Relationships. The Superintendent:**

1 2 3 4

1. Develops and executes sound personnel procedures and practices				
2. Develops and maintains good staff morale				
3. Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties				
4. Delegates authority to staff members appropriate to the position each holds				
5. Recruits and assigns the best available personnel				
6. Involves personnel in planning procedures and policy interpretation				
7. Effectively evaluates performance of staff members that are immediately responsible to him/her.				
8. Develops and recommends salary schedules for all personnel to the board with levels which are within budget limitations and will best serve the interests of the district.				

(continued next page)

Composite Evaluation - "Staff and Personnel Relationships"				
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Comments and/or suggestions:

**D. Educational Leadership. The Superintendent:**

1 2 3 4

1. Understands and keeps informed regarding all aspects of the instructional program				
2. Implements the district's philosophy of education				
3. Participates with staff, board, and community in studying and developing curriculum improvement				
4. Develops and recommends a program of staff evaluation that is conducted with an emphasis on improvement				
5. Perceives changing needs of district and re-prioritizes time and resources to accommodate change				
Composite Evaluation - "Educational Leadership"				

Comments and/or suggestions:

**E. Business and Finances. The Superintendent:**

1 2 3 4

1. Keeps informed on needs of the school program - plant, facility, equipment, supplies				
2. Assures that adequate supplies are available to all staff members				
3. Supervises operations				
4. Maintains strict budget control, insisting that the financial management of the school district be accomplished in a conservative manner				
5. Maintains adequate control and accounting of funds according to appropriate audit requirements				
6. Evaluates financial needs of the district on a short and long term basis				
7. Recommends expenditures based on prioritized needs				
8. Prepares a budget to reflect the educational needs of the district.				
9. Effectively seeks alternate sources of financial support for school districts.				
10. Maintains and manages an effective cash flow investment program				
Composite Evaluation - "Business and Finances"				

Comments and/or suggestions:

**F. Personal Qualities. The Superintendent**

1 2 3 4

1. Defends principle and conviction in the face of pressure				
2. Maintains high standards of ethics, honesty, and integrity in all matters				
3. Earns respect and standing among his/her professional colleagues				
4. Devotes time and energy effectively to the public				
5. Works well with individuals and groups				
6. Exercises good judgment in arriving at decisions				
7. Possesses and maintains the health and energy necessary to meet the responsibilities of his/her position				
8. Maintains poise and emotional stability in the full range of his/her professional activities				
9. Is customarily suitably attired and well groomed				
10. Uses language effectively in dealing with staff, board, and public				
11. Writes clearly and concisely				
12. Communicates well in front of groups, expressing items in a logical and forthright manner				
13. Thinks well on his/her feet, when faced with an unexpected or disturbing turn of events in a group meeting				
14. Maintains his/her professional development by reading, conference attendance, work on professional committees, visiting other districts, and meeting with other Superintendents.				
Composite Evaluation - "Personal Qualities				

Comments and/or suggestions:

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Board Member's Signature

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

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



## Certified Employee Evaluation Appeal

1. The certified employees shall elect two members and two alternates to serve on the panel.
  - A. Each school and the central office shall nominate two certified employees willing to serve as a panel member.
  - B. Ballots listing the candidates shall be prepared and distributed to all certified staff members by the Supervisor of Instruction.
  - C. Ballots shall be collected by the secretary at each school and sent to the secretary to the Superintendent.
  - D. The secretary to the Superintendent shall total the votes. Tally sheets shall be kept on file at the Central Office for two years.
  - E. The candidates with the two largest vote totals shall be named members of the appeal panel.
  - F. The candidates receiving the third and fourth largest number of votes shall be named first and second alternate members respectively.
  - G. Any ties shall be broken with the flip of a coin.
  - H. If vacated, a panel member's position will be filled by the designated alternate.
2. The Board of Education shall appoint one certified employee and one alternate to serve on the panel.
3. Terms shall be for two years to run from July 1 of the first year to June 30 of the second year.
4. The three-member appeal panel shall elect a chairperson.
5. Members may be re-elected or re-appointed.

### APPEAL PROCEDURE:

1. A certified employee who believes he/she was unfairly evaluated can only appeal following a summative evaluation and must do so in writing to the chairperson of the evaluation appeal panel within (5) working days of receipt of the evaluation.
2. An appeal must be submitted on the appeal form included in the certified evaluation plan to the chairperson.
3. No member of the panel shall serve on any appeal in which he/she was the evaluator or the evaluatee.
4. No panel member shall serve on any appeal brought by the member's immediate family.
5. The panel shall make a recommendation to the Superintendent of the schools within fifteen (15) working days from the date of filing the appeal.

## Certified Employee Evaluation Appeal

6. On receipt of the panel's recommendation, the Superintendent shall file the panel's recommendation in the appealing employee's personnel file with the original evaluation form.
7. Should the Superintendent order a new evaluation by a second certified evaluator, both evaluations shall be placed in the employee's personnel file.
8. A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Ky. Department of Education shall have the opportunity to appeal to the Ky Board of Education.
9. All certified employees have a right to a hearing as to every appeal.
10. Every employee who request a hearing shall have the opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel.
11. An evaluatee shall have the right to have the presence of chosen representative at a appeal's hearing.

### POWERS AND CONDITIONS:

1. The burden of proof rests with the employee appealing to the panel.
2. The evaluator shall be allowed an opportunity to respond to the claims of the appealing employee and to present written records that support the summative evaluation.
3. The panel shall review all documents presented.
4. The panel shall have the authority to interview both the appealing employee and the evaluator.
5. After sufficiently reviewing all evidence, the panel may make one of the following recommendations to the Superintendent.
  - A. Uphold the original evaluation.
  - B. Ask for another evaluation
6. The chairperson of the appeals panel shall present the decision of the panel to the Superintendent within three (3) working days of the review.

# Edmonson County Schools

## Certified Employee Evaluation Appeal Form

Appealing employee's name \_\_\_\_\_

Grade level/subject \_\_\_\_\_

Base school \_\_\_\_\_

Primary evaluator's name \_\_\_\_\_

Date of summative evaluation conference \_\_\_\_\_

Date appeal delivered to appeal panel chairperson \_\_\_\_\_

-----  
(To be completed by the appealing employee)

Nature of appeal: (If more space is needed, attach additional sheets)

\_\_\_\_\_  
Appealing employee signature/date

\_\_\_\_\_  
Panel chairperson signature/date

(Signatures verify delivery of the appeal form to the chairperson)

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(To be completed by the Appeal Panel Chairperson)

### Appeal Panel Recommendation

\_\_\_\_\_ Upholds the original evaluation

\_\_\_\_\_ Orders a hearing before the Edmonson County Board of Education.

\_\_\_\_\_  
Appealing employee signature/date

\_\_\_\_\_  
Panel chairperson signature/date

(Signatures verify that the appealing employee has been notified of the appeal panel's recommendation)