

CERTIFIED PERSONNEL EVALUATION PLAN

ELIZABETHTOWN INDEPENDENT SCHOOLS

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Evaluation Plan Review & Development Committee

Joyce Beasley	Speech Therapist, Morningside Elementary School
Kelli Bush	Principal, Morningside Elementary School
Debbie Curry	Director of Special Programs
Sheryl Hamilton	Teacher, T.K. Stone Middle School
Janie Pennington	Teacher, Elizabethtown High School
Steve Smallwood	Principal, Elizabethtown High School
Bridgett Stinson	Teacher, Helmwood Heights Elementary School
Cora Wood	Director of Personnel

Elizabethtown Independent Schools Certified Evaluation Plan

According to EIS Board Policy 03.18, the Superintendent shall develop and implement a uniform method of evaluating the job performance of each employee including teachers and administrators. The plan contained in this binder outlines the procedures and forms to assure that certified employees are evaluated as required by Board policy.

- ✓ The EIS Certified Evaluation Plan was approved by a committee composed of an equal number of administrators and teachers and then forwarded to the Elizabethtown Independent Schools Board of Education for consideration. The Letter of Assurances demonstrates the Board of Education's approval of this plan and assurance that the mandates of statute and administrative regulations are met.

The Elizabethtown Independent Board of Education stipulates that the purpose of the evaluation system shall be to: *improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions.*

Evaluation Plan Review & Development Committee

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Elizabethtown Independent Schools Board of Education

Mr. Guy Wallace, Chairperson
Mr. Paul Godfrey, Vice-Chairperson
Mrs. Dianne Cooper, Member
Dr. William Clagett, Member
Mr. Tony Kuklinski, Member

ASSURANCES

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Elizabethtown Independent Schools 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.

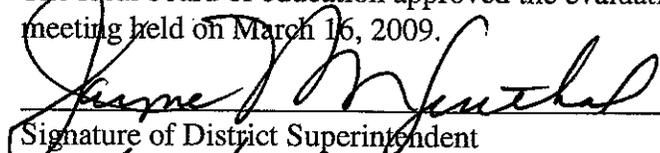
Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

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.

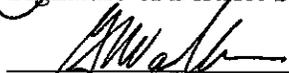
The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on March 16, 2009.



Signature of District Superintendent

3-16-09

Date



Signature of Chairperson, Board of Education

3-16-09

Date

ELIZABETHTOWN INDEPENDENT SCHOOLS

Evaluation Assignments

Classified staff members are noted in italics.

<u>Position</u>	<u>Evaluates</u>
Superintendent	Instructional Supervisor K-12 Director of Student Services Director of District Support Services Director of Special Programs Director of Personnel Principals <i>Director of Finance</i> <i>Director of Technology and Assessment</i> <i>Nutrition Services Coordinator</i> <i>Secretary to the Superintendent</i>
Instructional Supervisor K-12	District Gifted Education Teacher District Talent Pool Teacher <i>Gifted Ed Project Clerk</i>
Director of Personnel	<i>Secretary - Central Office</i>
Director of Student Services	<i>FRYSC/YSC Directors</i> <i>Secretary - Central Office</i>
Director of District Support Services	Alternative Education Teachers <i>Instructional Asst. to Alternative Ed Teachers</i> <i>Bus Drivers</i> <i>Vehicle Mechanic</i> <i>Custodians/Maintenance</i>
Director of Special Programs	Pre-School Teachers School Psychologist <i>Speech Therapist</i> <i>Job Coach</i> <i>Pre-School Instructional Assistants</i> <i>Secretarial Staff</i>
Principal	Teachers Library Media Specialist School Counselor Dean of Students (EHS Only) Assistant Principal (TKS and EHS Only) <i>Instructional Interventionist (MES and HH Only)</i> <i>Secretarial and Support Staff</i> <i>Instructional Assistants</i>
Director of Finance	<i>Secretarial and Support Staff</i>
Director of Technology and Assessment	District Media Consultant <i>District Technician/Network Engineer</i>
Valley View Administrator	<i>Panther Place Director</i> <i>Secretarial Staff</i>
Food Service Director	<i>Cafeteria Managers</i> <i>Food Service Staff</i> [Evaluated by Cafeteria Managers]

Elizabethtown Independent Schools Certified Evaluation Plan

As summarized from the Kentucky Department of Education's Certified Evaluation Training Manual,

Improved Teaching Techniques = Improved Instruction

Instructional leaders improve instruction when they:

1. **Orient** staff to entire professional growth and evaluation plan designed by the local evaluation committee.
2. **Practice** and **demonstrate** good teaching techniques themselves in: faculty meetings, school assemblies, school announcements, extracurricular activities, etc.
3. **Recognize** good teaching techniques such as:
 - Teacher uses appropriate question-answer techniques
 - Class actively engaged in learning (motivational techniques)
 - Learning activities are "real life" based
 - Teacher selects and uses technology appropriate to unit of study/lesson
4. **Document** and **script** teaching behaviors and dialogue, and even student behaviors when necessary.
5. **Analyze** scripted notes for strong, good techniques and for weaknesses in techniques the teachers seems to habitually repeat.
6. **Conference** with teachers to:
 - Promote continuation of effective, strong teaching techniques, and
 - Identify weaker teaching techniques to possibly include in developing a professional growth plan
7. **Complete** evaluation forms in an appropriate and thorough manner.
8. **Assist** teacher in the development of a professional growth plan which includes growth needs identified on formative/summative evaluation forms.
9. **Provide** assistance in the fulfillment of the professional growth plan by:
 - Suggesting, locating or designing sources to help, such as workshops
 - Scheduling of time
 - Identifying resource persons within and outside the school
10. **Review** achievement and status of the professional growth plan annually.
11. **Improve instruction** by incorporating an open, honest approach to the entire evaluation plan process.

**ELIZABETHTOWN INDEPENDENT SCHOOLS
CERTIFIED EMPLOYEES EVALUATION PLAN**

Section I

All employees required to hold a valid certificate, issued by the Kentucky Department of Education, in order to perform their functions are to be evaluated as follows:

eval
annually ✓

(1) All administrators, including the Superintendent, and all non-tenured teachers shall be evaluated annually.

no later
than end
of 1st mo... ✓

(2) The evaluation plan shall be explained to and discussed with certified employees no later than the end of the first month of reporting for employment for each school year of the criteria on which they are to be evaluated. All certified personnel are expected to meet the criteria for evaluation and be making satisfactory progress on their growth plan to be considered for continued employment in the Elizabethtown Independent Schools (EIS).

non-tenured
multiple
Obs. ✓

(3) Non-tenured teachers shall be:

A. Observed and all documentation reviewed at the end of the first semester; and,

B. Evaluated at the end of the second semester using the summative evaluation form. The procedures established by the Kentucky Teacher Internship Program will substitute for the evaluation process for teacher interns with the evaluator also completing the EIS summative evaluation form.

Tenured
every 3 yrs ✓

(4) All tenured teachers shall be summatively evaluated a minimum of one time during every three year period.

Section II

Evaluation/Observation Form

- (1) The summative evaluation form used in evaluating certified personnel shall be developed by the evaluation committee and approved by the Superintendent and Board of Education.
- (2) The formative observation and conferencing forms used in evaluating certified personnel shall be developed by the evaluation committee and approved by the Superintendent and Board of Education.
- (3) For each formal scheduled evaluation the pre-observation form will be utilized and will be reviewed prior to the observation. For administrators, their growth plan may be utilized in lieu of a pre-observation form.
- (4) Work samples appropriate to each position may be collected and used in the evaluation cycle. In addition, evaluator notes, memos and letters may be used in the evaluation cycle.

Section III

Procedures

Immediate Super
designated
eval.

- (1) ✓ The immediate supervisor of the certified employee shall be designated the primary evaluator. The principal is the primary evaluator for classroom teachers. The principal shall conduct at least one of the observations, conduct the summative evaluation conference and sign the evaluation form. Assistant Principals may observe and assist in collection of data for the principal. When conducting an administrator evaluation, the primary evaluator may seek assistance from other administrative personnel in the collection of data. The collection of data shall be considered a vital part of any evaluation.

Openly
w/ all
knowledge ✓

- (2) All monitoring and observations of performance of a certified employee shall be conducted openly and with full knowledge of the employee. (Unannounced

visits and observations are part of the EIS evaluation process; all data collected in these observations and visits shall be shared with the employee.)

- (3) Summative evaluations of non-tenured teachers shall be based on a minimum of two documented observations. (Intern observations shall follow procedures established in 16 KAR 7:010.) One documented observation shall be completed each semester; the first documented observation shall be a scheduled observation and the second documented observation shall be an unscheduled observation.
- (4) Summative evaluations of tenured teachers shall be based on a minimum of three documented observations during a three-year cycle. The documented observation during the first year of the cycle shall be a scheduled observation. The documented observation during the second year of the cycle shall be an unscheduled observation. The documented observation during the third year of the cycle shall be a scheduled observation.
- (5) A pre-observation review shall be completed prior to each formal scheduled observation. For unscheduled formal observations, the professional growth plan and/or the corrective action plan will be utilized in lieu of a pre-observation form.

post-
conf. 5
working days

- ✓ (6) The evaluatee/evaluator shall hold a post-conference within five working days after each required documented observation.
- (7) At the request of a teacher, observations by other teachers trained in the teacher's content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers. The selection of the third party shall, if possible, be determined through mutual agreement by the teacher and evaluator. A teacher who exercises this option shall do so in writing to the evaluator by no later than February 15 of the academic year in

which the summative evaluation occurs. If the evaluator and teacher have not agreed upon the selection of the third-party observer within five (5) days of the teacher's request, the evaluator shall select the third-party observer.

- (8) ✓ Additional observations are required when an employee's initial observation is unsatisfactory. Any visit, observation or event adversely affecting the evaluation of an employee shall be discussed with the employee and a written record maintained. The employee's professional growth plan shall be reviewed and revised (if necessary) or a corrective action plan developed if appropriate.

add'l
observ.
if unsatisf.

- A. The evaluator shall observe the employee's work performance a minimum of four (4) times for a minimum of 30-minutes within a twelve-week period (60 work days) beginning with notification. For the employee not assigned to a classroom, the evaluator must observe the work performance of the employee for four (4) thirty-minute periods (minimum) when the employee is fulfilling the employee's job responsibilities.
- B. The evaluator shall identify professional staff services and/or materials, which the employee may use to help correct the identified deficiencies. There shall be identified at least one (1) professional staff person who will serve in an assistance capacity only.
- C. The evaluator shall summarize the observations and conferences in writing and provide a copy to the employee.
- D. Improvement of significant deficiencies by the employee shall be noted in writing and attached to all copies of the evaluation.
- E. When a significant deficiency in work performance is recurring, and may have an adverse effect on continuing employment, the evaluator

Copy of
observ. to
employee

shall note the deficiency in writing and hold a conference with the employee and the Superintendent/designee to discuss the deficiency, identify professional staff services and/or materials, and to establish a specific timeline. Periodic conferences shall take place within the specified time to assess progress towards correcting the deficiency. At the end of the specified timeline, the evaluator shall write a summary of the conferences and provide a copy to the employee and the Superintendent.

Corrective
Action



F. At the point that a certified employee's actions or lack of action(s) cause the need for an immediate change in practice or behavior, the Corrective Action Plan must be utilized to document both the problem and assistance to the evaluatee to accomplish correction of the problem, if possible. This procedure is to be followed at whatever date the decision of non-compliance is made. The evaluator does not wait for a summative conference for this procedure.

growth
plan

(9) ✓ A growth plan shall be written to assist the employee in becoming more proficient in his/her job. A growth plan shall be developed by all certified personnel for each school year. The growth plan shall be reviewed annually. Review may be expected during the formative conferences and the summative conferences.

(10) All evaluations shall be in writing on the approved evaluation forms and shall be discussed with the employee in a conference. The evaluator shall take into consideration and note in writing any circumstances that may adversely affect an employee's performance.

written
resp filed
w/eval

(11) The employee shall have an opportunity to give a written response to the evaluator and such response shall be filed with the evaluation.

copy of
eval to
employee ✓

- (12) A copy of the evaluation shall be provided to the person evaluated.
- (13) Employees shall be required to sign all forms ensuring the evaluation process has been discussed and a copy of the evaluation provided to the evaluatee.
- (14) Board Policy 3.18 Notification
- (15) Summative conferences and evaluations for non-tenured staff shall be completed and on file in the EIS Central Office by April 1. Summative conferences and evaluations for tenured teachers shall be completed and on file in the EIS Central Office by May 1. Professional growth plans for all certified staff shall be reviewed and on file in the EIS Central Office by May 1. Summative conferences and evaluations for administrators shall be completed by May 10 and on file in the EIS Central Office. Professional growth plans for administrators shall be completed by May 10 and on file in the EIS Central Office.
- (16) One designated building administrator shall evaluate the performance of each itinerant/traveling employee. Principals of the other schools to which the itinerant/traveling employee is assigned shall observe and assist in collection of data and this information becomes a part of the itinerant/traveling employee's evaluation.

Section IV

Evaluation Instruments

Evaluation forms or instruments are developed for the following job categories:

- | | |
|-----------------------------|------------------------------|
| 1. Teacher | 5. District Media Specialist |
| 2. Library Media Specialist | 6. School/Community Liaison |
| 3. Administrator | 7. School Psychologist |
| 4. Guidance Counselor | 8. Speech Therapist |

Section V

Description of Growth Plan

- aligned w/ plans (Schildt)
1. A growth plan, as defined in 704 KAR 3:345 Section 1:11 (Growth Plan – a plan whereby the evaluatee is given assistance for becoming more proficient as a teacher or administrator. The plan includes an objective, a plan for achieving the objective and evaluating success), shall be developed by all certified personnel for each school year. Growth plans should be aligned with specific goals and objectives of improvement plans and district/school consolidated plans and professional development plans. The growth plan shall be reviewed annually and review may be expected during the formative conferences and the summative conferences.
 2. The employee either independently or in agreement with the evaluator shall develop an enrichment plan to address areas of desired growth. Any employee receiving a “needs growth” on the summative evaluation form is required to develop an assistance plan to address the criterion. Any employee receiving a “does not meet” on the summative evaluation form shall develop a corrective ✓ action plan in lieu of a growth plan to address the criterion.
 3. The growth plan form is utilized for both enrichment and assistance action and will be indicated as such by checking either enrichment or assistance on the form.

Section VII

Appeal Process

1. Any employee disagreeing with any summative evaluation or part thereof, ✓ may have attached to the evaluation a written statement expressing disagreement, and/or may file an appeal with the Appeals Panel ✓ as required by 704 KAR 3:345.

appeals

Reasonably
in advance

2. Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the Appeals Panel within ten (10) calendar days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee and may have representation of their choosing.
3. The appeal shall be signed and in writing on the EIS Board of Education Administrative Procedure Form 03.18 AP.21.
4. The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.
5. The Appeals Panel shall hold necessary hearings following the procedures as outlined in EIS Board of Education Administrative Procedures 03.18 AP.11.
6. The panel shall issue a recommendation to the district Superintendent within ten (10) calendar days from the date an appeal is filed.
7. The district Superintendent shall receive the panel's recommendation and shall take such action as permitted by law as he or she deems appropriate or necessary. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
8. If a certified employee disagrees with the local appeals panel's decision regarding procedure, he or she may appeal this decision to the Appeals Panel of the Kentucky State Board of Elementary and Secondary Education.

Appeals Panel

9. The District shall establish a panel to hear appeals from summative evaluations as required by law.
10. Two (2) members of the panel shall be elected by and from the certified employees of the District. The Board shall appoint one certified employee to the panel. Alternate members may be elected/appointed, as appropriate, to fill in for a regular member who is unable to serve.
11. All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.
12. The chairperson of the panel shall be the certified employee appointed by the Board.
13. No panel member shall serve on any appeal panel considering an appeal for which he or she was the evaluator. Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws. A panel member shall not hear an appeal filed by his or her immediate supervisor.

appeals panel make-up ✓

Section VIII

Every evaluator of certified personnel will annually attend professional development and training on the district's evaluation process pursuant to 704 KAR 3:345 (6) (2) (a).

Train evaluators

*The Superintendent shall be evaluated annually by the Board of Education to include

professional growth pursuant to KRS 156.111.

Supt.

- CERTIFIED PERSONNEL -**Evaluation**

The Superintendent shall develop and implement a uniform method of evaluating the job performance of each employee including teachers and administrators.

DEVELOPMENT OF SYSTEM

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an evaluation committee, for all certified employees below the level of District Superintendent, which is in compliance with applicable statute and regulation.¹

PURPOSES

The purposes of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions.

NOTIFICATION

The evaluation plan shall be explained to and discussed with all certified employees no later than the end of the first month of reporting for employment for each school year.

REVIEW

All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and evaluatee shall sign and date the evaluation instrument. Teachers will receive a copy of all documents from the formative and summative evaluation phases at the post-observation conferences.

All evaluations shall be maintained in the employee's personnel file.²

PROFESSIONAL GROWTH PLAN

Each teacher evaluated will complete a Professional Growth Plan, which should be aligned with specific goals and objectives of improvement plans and District/school consolidated and professional development plans. Professional Growth Plans shall be reviewed annually.

FREQUENCY

Limited-contract teachers and administrators, including the Superintendent, shall be evaluated annually. Continuing-contract teachers shall be evaluated every three (3) years. First year teachers shall be evaluated under the teacher internship program.

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.¹

ELECTION

Two (2) members of the panel shall be elected by and from the certified employees of the District. The Board shall appoint one (1) certified employee to the panel. Alternate members may be elected/appointed, as appropriate, to fill in for a regular member who is unable to serve.

Evaluation

TERMS

All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

CHAIRPERSON

The chairperson of the panel shall be the certified employee appointed by the Board.

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within ten (10) calendar days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

APPEAL FORM

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

CONFLICTS OF INTEREST

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

BURDEN OF PROOF

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

HEARING

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

PANEL DECISION

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within ten (10) calendar days from the date an appeal is filed. No extension of that deadline beyond April 25th shall be granted without written approval of the Superintendent.

Evaluation

SUPERINTENDENT

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary.

HEARING PROCEDURES

The evaluation committee shall develop necessary procedures for conducting the hearing.

REVISIONS

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

REFERENCES:

¹KRS 156.557, 704 KAR 003:345
OAG 92-135, Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

RELATED POLICIES:

²03.15, 02.14, 03.16

Adopted/Amended: 07/18/2006
Order #: 12678

KRS 156.557

Standards for improving performance of certified school personnel -- Criteria for evaluation -- Content of programs -- Administrative regulations -- Waiver for alternative plan -- Appeals -- Exemptions -- Review of evaluation systems - - Assistance to improve evaluation systems.

- (1) The Kentucky Board of Education shall establish statewide standards for evaluation and support for improving the performance of all certified school personnel.
- (2) The performance criteria on which teachers and administrators shall be evaluated shall include, but not be limited to:
 - (a) Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results;
 - (b) Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research-based instructional practices, or school management skills based on validated managerial practices;
 - (c) Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques;
 - (d) Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences;
 - (e) Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others;
 - (f) Performance of duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations;
 - (g) Demonstration of the effective use of resources, including technology;
 - (h) Demonstration of professional growth;
 - (i) Adherence to the professional code of ethics; and
 - (j) Attainment of the teacher standards or the administrator standards as established by the Education Professional Standards Board that are not referenced in paragraphs (a) to (i) of this subsection.
- (3) The certified employee evaluation programs shall contain the following provisions:
 - (a) Each certified school employee, including the superintendent, shall be evaluated by a system developed by the local school district and approved by the Kentucky Department of Education.
 - (b) The local evaluation system shall include formative evaluation and summative evaluation.
 1. "Formative evaluation" means a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.
 2. "Summative evaluation" means the summary of, and conclusions from, the evaluation data, including formative evaluation data, that:
 - a. Occur at the end of an evaluation cycle; and

- b. Include a conference between the evaluator and the evaluated certified employee, and a written evaluation report.
- (c) The Kentucky Board of Education shall adopt administrative regulations incorporating written guidelines for a local school district to follow in developing, implementing, and revising the evaluation system and shall require the following:
1. All evaluations of certified employees below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators;
 2. The immediate supervisor of the certified school employee shall be designated as the primary evaluator. At the request of a teacher, observations by other teachers trained in the teacher's content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers;
 3. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee;
 4. Evaluators shall be trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school employees and in the use of the school district evaluation system;
 5. The evaluation system shall include a plan whereby the person evaluated is given assistance for professional growth as a teacher or administrator. The system shall also specify the processes to be used when corrective actions are necessary in relation to the performance of one's assignment; and
 6. The training requirement for evaluators contained in subparagraph 4. of this paragraph shall not apply to district board of education members.
- (4) A local district may request from the Kentucky Department of Education a waiver from the guidelines and administrative regulations promulgated by the Kentucky Board of Education as required in subsection (3)(c) of this section in order to implement an alternative evaluation plan for employees on continuing contracts. The department shall grant a waiver if the alternative plan provides for a three (3) phase certified employee evaluation plan that includes:
- (a) Phase One: Evaluation for Professional Growth.
 1. Evaluation is based on a wide array of relevant sources and directed toward general and specific recommendations for improvement; and
 2. Evaluation does not include documentation that might adversely affect employment status.
 - (b) Phase Two: Transition.
 1. Evaluation is for the purpose of intensive scrutiny of job performance;
 2. Evaluation includes documentation that may lead to adverse employment decisions;

3. Assistance and support for improvement shall be provided by the school district; and
4. Placement of an individual in the transition phase shall not be subject to appeal, but the employee shall be notified of the decision in writing.

(c) Phase Three: Evaluation for Deficiency.

1. Notwithstanding KRS 161.760, written notice of potential termination, reduction of direct classroom responsibility, or other adverse actions and conditions for job retention are given the employee;
2. A clear time frame for proposed actions is provided the employee; and
3. The summative evaluation is subject to appeal.

An alternative plan for the evaluation of certified personnel shall be proposed to the Kentucky Department of Education if the local district evaluation committee is in support of the plan. Training necessary to implement the alternative plan shall be provided to the principals, supervisory personnel, and the employees to be evaluated. The local district shall provide support to implement the plan. The department shall provide technical assistance to districts wishing to develop alternative evaluation plans.

- (5) The Kentucky Board of Education shall establish an appeals procedure for certified school employees who believe that the local school district failed to properly implement the approved evaluation system. The appeals procedure shall not involve requests from individual certified school employees for review of the judgmental conclusions of their personnel evaluations.
- (6) The local board of education shall establish an evaluation appeals panel for certified personnel that shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation. In districts that have adopted an alternative evaluation plan under subsection (4) of this section, the appeal shall only apply to the summative evaluation of Phase Three.
- (7) Local school districts with an enrollment of sixty-five thousand (65,000) or more students shall have an evaluation system but shall be exempt from procedures or processes described in this section as long as the plan meets the standards established by the Kentucky Board of Education for local school district evaluation systems. The local plan shall include an appeals process for employees who believe they were not fairly evaluated.
- (8) Between July 15, 2000, and June 30, 2001, each school district shall review its local evaluation system to assure that the system is working effectively and to make changes to improve its system.
- (9) Beginning with the 2001-2002 school year, and in subsequent years, the Kentucky Department of Education shall annually provide for on-site visits by trained personnel to a minimum of fifteen (15) school districts to review and ensure appropriate

implementation of the evaluation system by the local school district. The department shall provide technical assistance to local districts to eliminate deficiencies and to improve the effectiveness of their evaluation systems. The department may implement the requirement in this subsection in conjunction with other requirements, including, but not limited to, the scholastic audit process required by KRS 158.6455.

Effective: July 14, 2000

History: Created 2000 Ky. Acts ch. 527, sec. 4, effective July 14, 2000.

704 KAR 3:345. Evaluation guidelines.

RELATES TO: KRS 156.557

STATUTORY AUTHORITY: KRS 156.070, 156.557(3)(c)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.557(3)(c) requires the Kentucky Board of Education to develop written guidelines for local school districts to follow in developing and implementing an evaluation system for certified employees. This administrative regulation establishes the requirements for the evaluation programs and policies of local school districts.

Section 1. Definitions.

- (1) "Administrator" means a certified staff person who devotes the majority of his employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20.
- (2) "Conference" means a meeting involving the evaluator and the certified employee being evaluated for the purposes of providing feedback from the evaluator, analyzing the results of an observation or observations and other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.
- (3) "Evaluation" means:
 - (a) The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, and based on predetermined criteria, through periodic observation and other documentation including a portfolio, peer review, product or performance; and
 - (b) The establishment and monitoring of a professional growth plan.
- (4) "Formative evaluation" is defined by KRS 156.557(3)(b)1.
- (5) "Indicators" means measurable or observable behaviors and outcomes that demonstrate performance criteria.
- (6) "Job category" means a group or class of positions with closely related functions (e.g., principal, coordinator, director).
- (7) "Observation" means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.
- (8) "Other support staff" means certified staff other than teacher or administrator.

- (9) "Performance criteria" means performance areas, skills, or outcomes on which the certified employee shall be evaluated based on position and the district plan.
- (10) "Position" means a professional role in the school district (e.g., teacher, secondary principal, supervisor of instruction).
- (11) "Professional growth plan" means an individualized plan that includes:
 - (a) Goals for enrichment and development that are established by the person being evaluated with the assistance of an evaluator;
 - (b) Objectives, a plan for achieving the objectives, and a method for evaluating success; and
 - (c) Alignment with the specific goals and objectives of the school improvement plan or the district improvement plan; and
 - (d) Identification of school and district resources within available funds to accomplish the goals.
- (12) "Standards of performance" means acceptable qualitative or quantitative level of performance expected of effective teachers or administrators.
- (13) "Summative evaluation" is defined by KRS 156.557(3)(b)2.
- (14) "Teacher" means a certified staff person who directly instructs students.

Section 2. Each local school district shall have an evaluation plan and procedures approved by the Kentucky Department of Education. Approval of the plan and procedures shall be for the purpose of certification as to the compliance of each specific school district's evaluation plan with the guidelines established in this administrative regulation.

Section 3. The local school district shall have a written policy for the evaluation of all certified employees consistent with KRS 156.557.

Section 4.

- (1) An evaluation committee consisting of equal numbers of teachers and administrators shall develop evaluation procedures and forms for certified positions below the level of the district superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education. The evaluation procedures and forms shall be designed to foster professional growth and to support individual personnel decisions.
- (2) The procedures shall provide for both formative evaluation and summative evaluation and shall include the following elements:
 - (a) The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists

shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

- (b) The monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The local district may determine the length and frequency and nature of observations conducted by an evaluator.
- (c) The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.
- (d) The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.
- (e) Evaluation shall include a formative evaluation conference between the evaluator and the person evaluated within one (1) work week following each observation. In addition, the summative evaluation conference shall be held at the end of the evaluation cycle and include all evaluation data.
- (f) Evaluation with multiple observations shall occur annually for each nontenured certified employee. The formative data collected during the beginning teacher internship period may be utilized in summative evaluation of the intern.
- (g) Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory.
- (h) Summative evaluation shall occur a minimum of once every three (3) year period for each tenured teacher.
- (i) Summative evaluation shall occur annually for an administrator.
- (j) The evaluation of a certified employee below the level of the district superintendent shall be in writing on an evaluation form developed pursuant to subsection (1) of this section and become a part of the official personnel record.
- (k) The observations shall include documentation of information to be used in determining the performance of the evaluatee.
- (l) The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.
- (m) A copy of the evaluation shall be provided to the evaluatee.

Section 5.

- (1) The evaluation form shall include a list of performance criteria characteristic of effective teaching or administrative practices. Under each criterion, specific descriptors or indicators that can be measured or observed and recorded shall be listed. Additionally, standards of performance shall be established for each criterion. The performance criteria shall include those that apply to the employee being evaluated and that are identified within KRS 156.557(2).
- (2) The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year.
- (3) An evaluation form or instrument shall be specific for each position or job category. Other forms for observation and pre- and postconferences may be used at the discretion of the local district.

Section 6.

- (1) The primary evaluator, with the exception of a district board of education member, shall be trained, tested, and approved as an evaluator by the Kentucky Department of Education.
- (2) Training shall:
 - (a) Include skill development in the use of the local evaluation process. Each local district shall conduct this training;
 - (b) Include skill development in the identification of effective teaching and management practices, effective observation and conferencing techniques, establishing and assisting with a certified employee professional growth plan, and summative evaluation techniques relative to the academic expectations in 703 KAR 4:060. This training shall be conducted by a provider who has been approved by the Kentucky Department of Education as a trainer for the Instructional Leadership Improvement Program;
 - (c) Be provided by the Kentucky Department of Education for all new administrators who are designated as evaluators. Other administrators who have not received training in the skill areas listed in paragraph (b) of this subsection may participate also; and
 - (d) Be approved as a part of the evaluation plan and procedures submitted to the Kentucky Department of Education.
- (3) Testing shall:
 - (a) Include a cognitive test of research-based and professionally accepted teaching and management practices and effective evaluation techniques listed in subsection (2)(b) of this section; and
 - (b) Be conducted by the Kentucky Department of Education or an individual or agency approved by the Kentucky Department of Education.
- (4) Initial approval as an evaluator shall be issued by the Kentucky Department of Education upon completion of the required evaluation training program and successful completion of testing.

(5)(a) Continued approval as an evaluator shall be contingent upon the completion of a minimum of twelve (12) hours of evaluation training every two (2) years.

(b) This training shall be in any one, or a combination, of the following skill areas:

1. Use of the local evaluation process;
2. Identification of effective teaching and management practices;
3. Effective observation and conferencing techniques;
4. Establishing and assisting with certified employee professional growth plans;
5. Summative evaluation techniques; or
6. Completion of training or update training in the Kentucky Teacher Internship Program in 704 KAR 20:690 or Kentucky Principal Internship Program in 704 KAR 20:470 not to exceed six (6) hours per two (2) year cycle.

(6) Each local district shall designate a contact person responsible for monitoring evaluation training and implementing the evaluation plan.

Section 7. For an appeal to the local evaluation appeals panel, each local evaluation plan shall provide for the following:

- (1) Right to a hearing as to every appeal;
- (2) 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; and
- (3) Right to presence of evaluatee's chosen representative.

Section 8. (1) The local board of education shall review as needed the evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation.

- (2) If a substantive change is made to the evaluation plan, the local board of education shall utilize the evaluation committee, as provided for in Section 4(1) of this administrative regulation, in formulating the revision.
- (3) Examples of substantive change shall include a change in:
 - a. Cycle;
 - b. Observation frequency;
 - c. A form; or
 - d. An appeal procedure.
- (4) A revision to the plan shall be reviewed and approved by the local board of education and submitted to the Kentucky Department of Education for approval.

Section 9. (1) 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 Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:

- (a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

- (b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.
- (c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
- (d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
- (e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

(11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

Professional Growth and Evaluation Process/Guidelines for Administrators and Teachers

School Administrators

- | | |
|------------------------------------|---------------------------------------------------------------------------------------------|
| Principal interns: | frequency of formative observations and summative evaluation stipulated in 16 KAR 7:020 |
| Experienced administrators: | summative evaluation shall occur annually as stipulated in 704 KAR 3:345, Section 4 (2) (i) |

All evaluations of certified employees below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators.

Professional growth plans for administrators are developed/revised in accordance with the evaluation cycle for administrators and reviewed annually.

Superintendents follow the guidelines for professional growth as identified in KRS 156.557 and 704 KAR 3:406.

Refer to chart on page 28 for frequency and procedures of administrator evaluations, including development of professional growth plans.

An administrator is defined as any person who devotes the majority of his or her employed time to service in a position for which administration certification is required. These positions are superintendent, deputy superintendent, assistant/associate superintendent, principal, assistant principal, guidance counselor, director of special education, supervisor of instruction, director of pupil personnel, dean of students, director federally funded programs, professional development coordinator, director of district-wide services, instructional coordinator, and district assessment coordinator.

Teachers

Refer to chart on page 27 for frequency and procedures of teacher evaluations, including development of professional growth plans.

Teacher refers to any certified staff person who directly instructs students. There are positions with limited direct student instruction that would be included in this category. Examples are librarians/media specialists, school/community liaison, district media consultant, and speech therapists.

Elizabethtown Independent Schools
 Certified Evaluation Plan

PROFESSIONAL GROWTH AND EVALUATION PROCESSES-TEACHERS

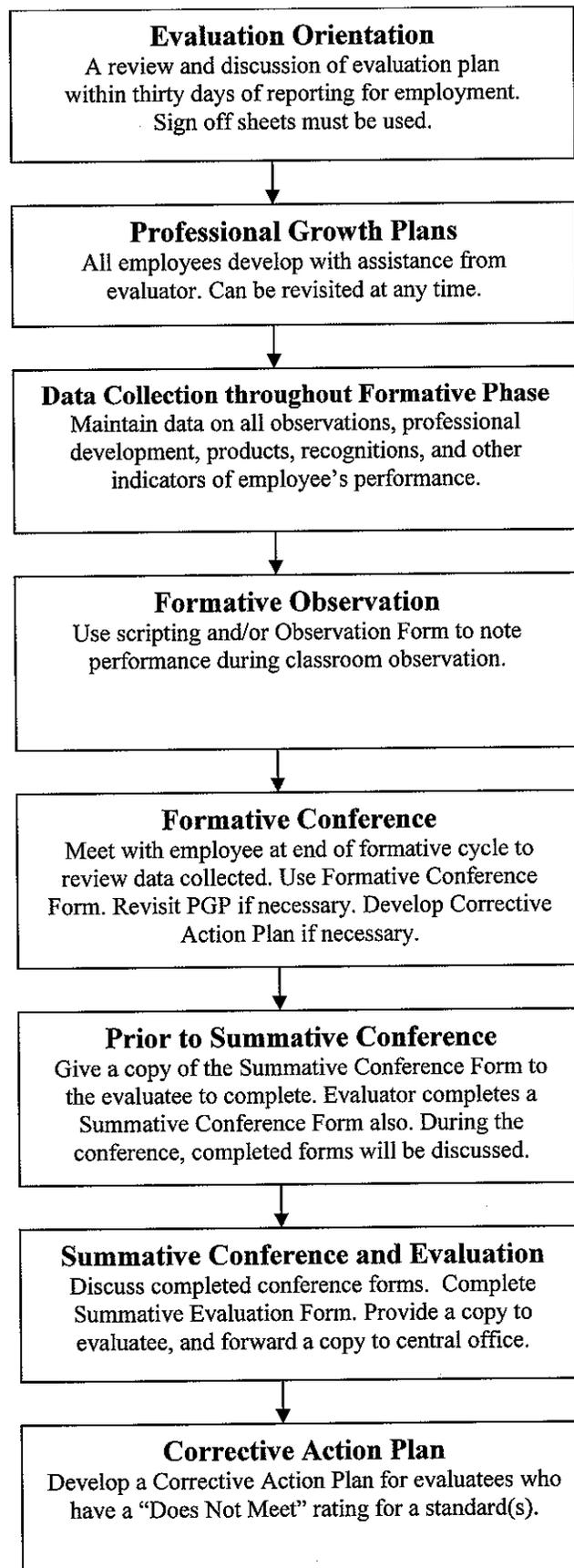
INTERN TEACHER	NEW AND EXPERIENCED TEACHERS	
NON-TENURED	NON-TENURED	TENURED
less than (1) year	one (1) through four (4) years	more than four (4) years
<p>The evaluation plan shall be explained to and discussed with all certified employees no later than the end of the first month of reporting for employment for each school year.</p>		
<p>FORMATIVE PHASE (data collection)</p>		
<p>Initial Conference and Pre-conference(s) (prior to each observation)</p> <ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information 	<p>Pre-conference(s) Review (prior to each scheduled observation)</p> <ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information 	<p>Pre-conference(s) Review (prior to each scheduled observation)</p> <ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information
<p>Formative Observations</p> <ol style="list-style-type: none"> 1. * Minimum of three (3) per year when results are satisfactory 2. prior to each formative conference 3. use KTIP Form <p>*More observations may occur when results are unsatisfactory</p>	<p>Formative Observations</p> <ol style="list-style-type: none"> 1. *Minimum of two (2) per year when results are satisfactory 2. prior to each formative conference <p>*More observations may occur when results are unsatisfactory</p>	<p>Formative Observations</p> <ol style="list-style-type: none"> 1. *Minimum of one (1) every year in the (3) three-year cycle when results are satisfactory 2. prior to each formative conference <p>*More observations may occur when results are unsatisfactory</p>
<p>Formative Conferences (post)</p> <ol style="list-style-type: none"> 1. *minimum of three (3) per year 2. intern/intern committee 3. conference with intern follows observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities 6. written reports <p>*More conferences may occur when observation results are unsatisfactory</p>	<p>Formative Conferences (post)</p> <ol style="list-style-type: none"> 1. *minimum of two (2) per year 2. evaluator/evaluatee 3. within one (1) work-week following each observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities <p>*More conferences may occur when observation results are unsatisfactory</p>	<p>Formative Conferences (post)</p> <ol style="list-style-type: none"> 1. *minimum of one (1) every year in the (3) three-year cycle when results are satisfactory 2. evaluator/evaluatee 3. within one (1) work-week following each observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities <p>*More conferences may occur when observation results are unsatisfactory</p>
<p>SUMMATIVE PHASE (decision-making)</p>		
<p>Summative Conference (post)</p> <ol style="list-style-type: none"> 1. discussion between intern and intern committee 2. one time 3. includes all data collected 4. held at the end of the cycle 5. completed (written) report provided to the intern 6. establish/revise individual professional growth plan 	<p>Summative Conference (post)</p> <ol style="list-style-type: none"> 1. discussion between person evaluated and evaluator 2. once each year 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) evaluation report provided to the person evaluated 6. establish/revise individual professional growth plan 	<p>Summative Conference (post)</p> <ol style="list-style-type: none"> 1. discussion between person evaluated and evaluator 2. once every (3) three-year period 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) evaluation report provided to the person evaluated 6. establish/revise individual professional growth plan
<p>Summative Evaluation</p> <ol style="list-style-type: none"> 1. one time 2. summary/conclusions from all formal and informal evaluation data 3. written report and decision 	<p>Summative Evaluation</p> <ol style="list-style-type: none"> 1. once each year 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report 	<p>Summative Evaluation</p> <ol style="list-style-type: none"> 1. minimum of one (1) every (3) three-year period 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report
<p>District teacher personnel files shall contain:</p> <ol style="list-style-type: none"> 1. Summative evaluation (completed form) per teacher at the end of the evaluation cycle. 2. Individual professional growth plan per teacher/per school year (reviewed annually). 3. Intern records maintained according to KTIP 16 KAR 7:010. 		
<p>Procedures used for interns are stipulated by 16 KAR 7:010 (Kentucky Teacher Internship Program) and are for certification purposes only. However, interns are subject to the local district evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.557.</p>		

Elizabethtown Independent Schools
 Certified Evaluation Plan

PROFESSIONAL GROWTH AND EVALUATION PROCESSES-ADMINISTRATORS

INTERN PRINCIPAL	ALL SCHOOL ADMINISTRATORS
	(except local district superintendent)
Less than one (1) year	One (1) or more years experience
The evaluation plan shall be explained to and discussed with all certified employees no later than the end of the first month of reporting for employment for each school year.	
FORMATIVE PHASE (data collection)	
Initial Conference and Pre-conference(s) (prior to each observation)	Pre-conference(s) Review (prior to each observation)
<ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where 4. activity observed 5. other exchange of information 	<ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where 4. activity observed 5. other exchange of information
Formative Observations	Formative Observations
<ol style="list-style-type: none"> 1. *minimum of three (3) per year when results are satisfactory 2. prior to each formative conference 3. use KPIP Form <p>*More observations may occur when results are unsatisfactory</p>	<ol style="list-style-type: none"> 1. *minimum of one per year when results are satisfactory 2. prior to each formative conference <p>*More observations shall occur when results are unsatisfactory</p>
Formative Conferences (post)	Formative Conferences (post)
<ol style="list-style-type: none"> 1. *minimum of three (3) per year 2. intern/intern committee 3. conference with intern follows observation 4. open discussion of observation and feedback to principal regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities 6. written reports <p>*More conferences may occur when observation results are unsatisfactory</p>	<ol style="list-style-type: none"> 1. *minimum of one (1) per year 2. evaluator/evaluatee 3. within one (1) week following each observation 4. open discussion of observation and feedback to evaluatee regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities <p>*More conferences may occur when observation results are unsatisfactory</p>
SUMMATIVE PHASE (decision-making)	
Summative Conference (post)	Summative Conference (post)
<ol style="list-style-type: none"> 1. discussion between intern and intern committee 2. one time 3. includes all data collected 4. held at end of the cycle 5. completed (written) report provided to the intern 6. establish/revise individual professional growth plan 	<ol style="list-style-type: none"> 1. discussion between person evaluated and evaluator 2. once each year 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) evaluation report provided to the person evaluated 6. discuss/establish/revise individual professional growth plan
Summative Evaluation	Summative Evaluation
<ol style="list-style-type: none"> 1. one time 2. summary/conclusions from all formal and informal evaluation data 3. written report and decision 	<ol style="list-style-type: none"> 1. one time 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report
District personnel files <i>shall contain</i> :	
<ol style="list-style-type: none"> 1. Summative evaluation (completed form) per administrator at the end of the evaluation cycle. 2. Individual professional growth plan per administrator/per school year (reviewed annually). 3. Intern records maintained according to KPIP 16 KAR 7:020. 	
Procedures used for interns are stipulated by 16 KAR 7:020 (Kentucky Principal Internship Program) and are for certification purposes only. However, interns are subject to the local EIS district evaluation guidelines as stipulated in 704 KAR 3: 345 and KRS 156. 557.	

EIS Evaluation Process



Elizabethtown Independent Schools
Certified Evaluation Plan

EVALUATION TIMELINES (MANDATED, EIS PLAN)

Mandated:

Internship employees (teachers and principals) are evaluated according to the specific timeframes stipulated in the respective administrative regulations.

Evaluation orientation for all certified staff must occur within one month of reporting for employment. Documentation of attendance at the evaluation orientation shall be forwarded to the EIS Central Office. One copy is to remain on file in each school.

EIS Evaluation Plan:

September 30	First formative observations, conferences for certified employees who have begun employment since the close of the previous school year <i>Classified Improvement Plans developed and on file</i>
October 30	Professional growth plans developed for all certified employees who have begun employment since the close of the previous school year
October/Early November	First formative observations, conferences for non-tenured teachers
December	Third scheduled observations and conferences for tenured teachers in third year of evaluation cycle
January/February	Second formative observations, conferences for non-tenured teachers
March	Summative evaluation conferences for non-tenured teachers <i>Classified summative evaluations and Improvement Plan Reviews</i>
April 1	Summative evaluation forms for non-tenured teachers on file at EIS Central Office Non-renewal information for tenured teachers on file at EIS Central Office <i>Classified summative evaluations and signed Improvement Plans on file at EIS Central Office</i>
April	Summative evaluation conferences for tenured teachers in third year of cycle
May 1	Summative evaluation forms for tenured teachers on file at EIS Central Office Professional growth plans for all certified staff reviewed and on file at EIS Central Office Professional growth plans for all certified staff developed for next school year First or second formative observations and conferences for tenured teachers in first or second year of three-year cycle
May 10	Summative evaluations for administrators on file at EIS Central Office Professional growth plans for administrators on file at EIS Central Office Professional growth plans for administrators developed for next school year

EIS Evaluation Timeline

Suspense Date	Non-tenured Certified	Tenured Certified	Classified
September 30	1 st Formative observations and conferences for those who have begun employment since July 1 of the current year	<i>Have a plan in place to conduct scheduled and non-scheduled observations of tenured teachers who are in years one and two of the three-year evaluation cycle.</i>	PGPs must be developed and on file in the supervisor's office
October 30	PGP developed for those who have begun employment since July 1 of the current year		
By Early November	1 st formative observation and conference should be complete for all non-tenured teachers		
December		Third observation (which is scheduled) and conference for tenured teachers in their 3 rd year of the evaluation cycle	
January/February	2 nd formative observation and conference for non-tenured teachers		
March	Summative evaluation conference for non-tenured teachers		Summative evaluation conferences which includes the review of the employees PGP
April 1	Summative evaluations for non-tenured teachers should be on file at Central Office.	Non-renewal information for tenured teachers should be on file at Central Office.	Summative evaluations and signed PGPs should be on file at Central Office.
April		Summative evaluation conferences for tenured teachers in third year of cycle are conducted.	
May 1		Summative evaluation forms should be on file at Central Office.	
	Signed PGPs for all certified staff should be on file at Central Office; PGPs for next year should be developed and a copy sent to Central Office.	Formative observations and conferences for tenured teachers in first and second years of the three-year cycle should be completed and on file in supervisor's office.	
May 10 – for admin only	Summative evaluations along with signed PGPs for administrators should be on file at Central Office; PGPs for next year should be developed and a copy sent to Central Office.		

Professional Growth Plans (PGP's)

Overview

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

704 KAR 3: 345 requires the evaluation system to include a professional growth plan for all certified personnel below the level of district superintendent. This plan must be aligned with specific goals and objectives of the school or district improvement plan and must be reviewed annually. The evaluatee and evaluator should discuss and agree upon a meaningful plan aligned with the school/district plan and suited specifically to enhance and assist the performance of the evaluatee. Professional growth plans are to be developed annually. Professional growth plan are to be filed in the employee's personnel file after review.

Elizabethtown Independent Schools

INDIVIDUAL PROFESSIONAL GROWTH PLAN – Certified Staff

NAME: _____ POSITION: _____ DATE: _____ SCHOOL YEAR: _____

Individual growth plan must align with specific goals and objectives of school/district improvement plan.

- Area for Growth: 1. Student Achievement (CSIP – School Improvement Plan; CDIP – District Improvement Plan; SAI - School Accountability Index; SP - Strategic Plan)
 2. Personal Growth (Standards)
 3. Professional Growth Needed (Standards Documented in Summative Evaluation)

Area for Growth	Standards	Growth Goals/Objectives	Present Professional Development Stage	Procedures and Activities to Achieve Goals and Objectives	Appraisal Method	Target Dates	Assistance Needed From:

Comments:

Individual Growth Plan Developed:	Review:	Achieved:	Revised:
_____ Evaluatee Signature	_____ Evaluatee Signature	_____ Date	_____ Date
_____ Evaluator Signature	_____ Evaluator Signature	_____ Date	_____ Date

Elizabethtown Independent Schools

INDIVIDUAL PROFESSIONAL GROWTH PLAN – Administrator

NAME: _____ POSITION: _____ DATE: _____ SCHOOL YEAR: _____

Individual growth plan must align with specific goals and objectives of school/district improvement plan.
 Area for Growth: 1. Student Achievement (CSIP – School Improvement Plan; CDIP – District Improvement Plan; SAI - School Accountability Index; SP - Strategic Plan)
 2. Personal Growth (Standards)
 3. Professional Growth Needed (Standards Documented in Summative Evaluation)

Area for Growth	Standards	Growth Goals/Objectives	Present Professional Development Stage	Procedures and Activities to Achieve Goals and Objectives	Appraisal Method	Target Dates	Assistance Needed From:

Comments:

Individual Growth Plan Developed:		Review:	Achieved:	Revised:
_____ Evaluatee Signature	_____ Date	_____ Evaluatee Signature	_____ Date	_____ Date
_____ Evaluator Signature	_____ Date	_____ Evaluator Signature	_____ Date	_____ Date

Elizabethtown Independent Schools
Certified Evaluation Plan

Instructions for Completing the Individual Professional Growth Plan

A PGP is to be completed annually by the employee with assistance from the immediate supervisor.

Identify the area(s) for growth and the corresponding professional standard(s).

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

Does your growth plan goal(s) align with one of the school/district improvement goals or objectives? You may also incorporate an area for personal growth. If 'Growth Needed' was marked on your last Summative Evaluation, you must develop a growth plan for the specified standard(s).

Growth Goal(s) and Objective(s)

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

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

Present Professional Development Stage

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

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

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

Procedures and Activities

List the specific activities you plan to do in order to meet your goal(s) and objective(s). For example: attending specific staff development workshops; soliciting input from peer/colleague; enrolling in a seminar; collaborating with other support personnel, etc.

How will participation in the identified activities assist you in accomplishing your identified goal(s) and objective(s)?

Appraisal Method

Identify methods by which goals can be assessed or evaluated.

What evidence or product can be assessed to demonstrate that goals/objectives and procedures/activities were completed?

Target Dates for Completion/Review

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

Assistance Need From:

Identify additional personnel who may be involved in any aspect of plan's accomplishment.

Stages of Development Related to Outcomes and Professional Development

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

❖ **Professional Growth Plan Stages:**

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

PRE-OBSERVATION FORM

Overview

The pre-observation form is to be completed by the evaluatee prior to the observation and returned to the evaluator twenty-four (24) hours prior to the scheduled observation. The evaluator shall review the completed pre-observation form prior to the observation.

For unscheduled formative observations, the professional growth plan and/or corrective action plan shall be used in lieu of a pre-observation form.

For administrators, the professional growth plan may be used in lieu of the pre-observation form.

PRE-OBSERVATION FORM-TEACHER

_____	_____	_____
Teacher	Observation Date	Time
_____	_____	_____
Course/Grade	School	

To be completed by the teacher and provided to the observer twenty-four (24) hours prior to observation.

_____	_____	_____
Major Lesson Content/Unit of Study	Standard(s)	Total No. of Students
_____	_____	_____
No. of Students with IEP/504	No. of Students with GSSP	No. of ESL Students

1. What are the objectives of the lesson? _____

2. What teacher behaviors will be demonstrated to help achieve the academic expectations for this lesson?

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Conferencing with students
<input type="checkbox"/> Working with small groups
<input type="checkbox"/> Working one-on-one
<input type="checkbox"/> Modeling skills/process
<input type="checkbox"/> Facilitating learning
<input type="checkbox"/> Sharing samples of work
<input type="checkbox"/> Assessing students' understanding | <input type="checkbox"/> Modeling writing
<input type="checkbox"/> Reading to students
<input type="checkbox"/> Lecture/direct instruction
<input type="checkbox"/> Correcting student responses
<input type="checkbox"/> Integrating technology
<input type="checkbox"/> Using manipulatives
<input type="checkbox"/> Other _____ |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

3. What teaching/learning activities will take place? _____

4. How are you going to assess student understanding and mastery of skills and concepts that are taught?

5. What particular teacher behaviors would you like to have monitored?

- | | | |
|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Questioning Technique
<input type="checkbox"/> Teacher Praise
<input type="checkbox"/> Pacing of Lesson | <input type="checkbox"/> Wait Time
<input type="checkbox"/> Interpersonal Relations
<input type="checkbox"/> Engagement Techniques | <input type="checkbox"/> Feedback
<input type="checkbox"/> Gender Bias
<input type="checkbox"/> Other _____ |
|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|

6. Are there any special circumstances of which the administrator should be aware? _____

_____	_____
Evaluator Signature	Teacher Signature

PRE-OBSERVATION FORM-ADMINISTRATOR

_____	_____	_____
Administrator	Observation Date	Time

Assignment		

To be completed by the administrator and provided to the observer twenty-four (24) hours prior to the observation.

Description of Work/Presentation	Admin. Standard(s)
-----------------------------------------	---------------------------

Professional Growth (Area of Concentration)

What are the objectives of the work or presentation?

What activities will take place?

Are there any special circumstances of which the evaluator should be aware?

Other Comments:

Evaluator Signature

Administrator Signature

Date

Date

PRE-OBSERVATION FORM-COUNSELOR

_____	_____	_____
Counselor	Observation Date	Time

Assignment		

To be completed by the counselor and provided to the observer twenty-four (24) hours prior to the observation.

Description of Work/Presentation	Counselor Standard(s)
-----------------------------------------	------------------------------

Professional Growth (Area of Concentration)

What are the objectives of the work or presentation?

What activities will take place?

Are there any special circumstances of which the evaluator should be aware?

Other Comments:

Evaluator Signature

Counselor Signature

Date

Date

PRE-OBSERVATION FORM-MEDIA SPECIALIST

_____	_____	_____
Media Specialist	Observation Date	Time

Assignment		

To be completed by the media specialist and provided to the observer twenty-four (24) hours prior to the observation.

Description of Work/Presentation	Media Spec. Standard(s)
-----------------------------------------	--------------------------------

Professional Growth (Area of Concentration)

What are the objectives of the work or presentation?

What activities will take place?

Are there any special circumstances of which the evaluator should be aware?

Other Comments:

Evaluator Signature

Media Specialist Signature

Date

Date

PRE-OBSERVATION FORM-DISTRICT MEDIA SPECIALIST

_____	_____	_____
District Media Specialist	Observation Date	Time

To be completed by the district media specialist and provided to the observer twenty-four (24) hours prior to the observation.

_____	_____
Description of Work/Presentation	Dist. Media Standard(s)

Professional Growth (Area of Concentration)

What are the objectives of the work or presentation?

What activities will take place?

Are there any special circumstances of which the evaluator should be aware?

Other Comments:

Evaluator Signature

District Media Specialist Signature

Date

Date

PRE-OBSERVATION FORM-SCHOOL/COMMUNITY LIAISON

_____	_____	_____
School/Community Liaison	Observation Date	Time

To be completed by the school/community liaison and provided to the observer twenty-four (24) hours prior to the observation.

Description of Work/Presentation	School/Community Standard(s)
-----------------------------------------	-------------------------------------

Professional Growth (Area of Concentration)

What are the objectives of the work or presentation?

What activities will take place?

Are there any special circumstances of which the evaluator should be aware?

Other Comments:

Evaluator Signature

School/Community Liaison Signature

Date

Date

**SCHOOL PSYCHOLOGIST
PRE-OBSERVATION FORM**

_____	_____	_____
School Psychologist	Observation Date	Time

Assignment		

To be completed and provided to the observer twenty-four (24) hours prior to the observation.

Description of Work/Presentation	School Psychologist Standard(s)
-----------------------------------------	----------------------------------------

Professional Growth (Area of Concentration)

What are the objectives of the work or presentation?

What activities will take place?

Are there any special circumstances of which the evaluator should be aware?

Other Comments:

Evaluator Signature

School Psychologist

Date

Date

PRE-OBSERVATION FORM - SPEECH THERAPIST

_____	_____	_____
Speech Therapist	Observation Date	Time

Assignment		

To be completed by the counselor and provided to the observer twenty-four (24) hours prior to the observation.

Description of Work/Presentation	Speech Therapist Standard(s)
-----------------------------------------	-------------------------------------

Professional Growth (Area of Concentration)

What are the objectives of the work or presentation?

What activities will take place?

Are there any special circumstances of which the evaluator should be aware?

Other Comments:

Evaluator Signature

Speech Therapist Signature

Date

Date

STANDARDS AND INDICATORS

Overview

The following pages contain the criteria for evaluation of certified employees. Standards and indicators are outlined for the following positions: teacher, administrator, counselor, media specialist, district media specialist, school/community liaison, school psychologist and speech therapist. The standards for teachers are ones drafted and approved by the Education Professional Standards Board (EPSB). The administrator standards and indicators are based on the Interstate School Leaders Licensure Consortium (ISLLC), which were adopted by the Education Professional Standards Board. The standards and indicators for school counselors are also from the EPSB. All other standards and indicators are based upon committee recommendation and meet the criteria of 704 KAR 3: 345.

Elizabethtown Independent Schools

Teacher Standards

Standard 1: Demonstrates Applied Content Knowledge

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

Standard	Initial-Level Performance	Advanced-Level Performance
1.1 Communicates concepts, processes, and knowledge.	Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.	Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.
1.2 Connects content to life experiences of student.	Effectively connects most content, procedures, and activities with relevant life experiences of students.	Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.	Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.	Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.
1.4 Guides students to understand content from various perspectives.	Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.	Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.
1.5 Identifies and addresses students' misconceptions of content.	Identifies misconceptions related to content and addresses them during planning and instruction.	Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.

Standard 2: Designs and Plans Instruction

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

Standard	Initial-Level Performance	Advanced-Level Performance
2.1 Develops significant objectives aligned with standards.	States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.	Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities.
2.2 Uses contextual data to design instruction relevant to students.	Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.	Plans and designs instruction that is based on significant contextual and pre-assessment data.
2.3 Plans assessments to guide instruction and measure learning objectives.	Prepares assessments that measure student performance on each objective and help guide teaching.	Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.
2.4 Plans instructional strategies and activities that address learning objectives for all students.	Aligns instructional strategies and activities with learning objectives for all students.	Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.	Plans instructional strategies that include several levels of learning that require higher order thinking.	Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.

Standard 3: Creates and Maintains Learning Climate

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

Standard	Initial-Level Performance	Advanced-Level Performance
3.1 Communicates high expectations.	Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.	Consistently Sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.
3.2 Establishes a positive learning environment.	Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	Maintains a fair, respectful, and productive classroom environment conducive to learning.
3.3 Values and supports student diversity and addresses individual needs.	Uses a variety of strategies and methods to supports student diversity by addressing individual needs.	Consistently uses appropriate and responsive instructional strategies that address the needs of all students.
3.4 Fosters mutual respect between teacher and students and among students.	Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.	Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.
3.5 Provides a safe environment for learning.	Creates a classroom environment that is both emotionally and physically safe for all students.	Maintains a classroom environment that is both emotionally and physically safe for all students.

Standard 4: Implements and Manages Instruction

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

Standard	Initial-Level Performance	Advanced-Level Performance
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.	Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.	Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.
4.2 Implements instruction based on diverse student needs and assessment data.	Implements instruction based on contextual information and assessment data.	Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.
4.3 Uses time effectively.	Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.	Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.
4.4 Uses space and materials effectively.	Uses classroom space and materials effectively to facilitate student learning.	Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.
4.5 Implements and manages instruction in ways that facilitate higher order thinking.	Instruction provides opportunity to promote higher-order thinking.	Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.

Standard 5: Assesses and Communicates Learning Results

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

Standard	Initial-Level Performance	Advanced-Level Performance
5.1 Uses pre-assessments.	Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.	Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.
5.2 Uses formative assessments.	Uses a variety of formative assessments to determine each student's progress and guide instruction.	Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.
5.3 Uses summative assessments.	Uses a variety of summative assessments to measure student achievement.	Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.
5.4 Describes, analyzes, and evaluates student performance data.	Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.	Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.
5.5 Communicates learning results to students and parents.	Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.	Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.
5.6 Allows opportunity for student self-assessment.	Promotes opportunities for students to engage in accurate self-assessment of learning.	Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.

✓ Standard 6: Demonstrates the Implementation of Technology

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

Standard	Initial-Level Performance	Advanced-Level Performance
6.1 Uses available technology to design and plan instruction.	Uses technology to design and plan instruction.	Uses appropriate technology to design and plan instruction that supports and extends learning of all students.
6.2 Uses available technology to implement instruction that facilitates student learning.	Uses technology to implement instruction that facilitates student learning.	Designs and implements research-based, technology-infused instructional strategies to support learning of all students.
6.3 Integrates student use of available technology into instruction.	Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.	Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.
6.4 Uses available technology to assess and communicate student learning.	Uses technology to assess and communicate student learning.	Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.
6.5 Demonstrates ethical and legal use of technology.	Ensures that personal use and student use of technology are ethical and legal.	Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.

Standard 7: Reflects and Evaluates Teaching and Learning

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

Standard	Initial-Level Performance	Advanced-Level Performance
7.1 Uses data to reflect on and evaluate student learning.	Reflects on and accurately evaluates student learning using appropriate data.	Uses formative and summative performance data to determine the learning needs of all students.
7.2 Uses data to reflect on and evaluate instructional practice.	Reflects on and accurately evaluates instructional practice using appropriate data.	Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.
7.3 Uses data to reflect on and identify areas for professional growth.	Identifies areas for professional growth using appropriate data.	Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.

Standard 8: Collaborates with Colleagues/Parents/Others

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

Standard	Initial-Level Performance	Advanced-Level Performance
8.1 Identifies students whose learning could be enhanced by collaboration.	Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.	Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.	Designs a plan to enhance student learning that includes all parties in the collaborative effort.	Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.
8.3 Implements planned activities that enhance student learning and engage all parties.	Implements planned activities that enhance student learning and engage all parties.	Explains how the collaboration to enhance student learning has been implemented.
8.4 Analyzes data to evaluate the outcomes of collaborative efforts.	Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.	Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.

✓ Standard 9: Evaluates Teaching and Implements Professional Development

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

Standard	Initial-Level Performance	Advanced-Level Performance
9.1 Self assesses performance relative to Kentucky's Teacher Standards.	Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.	Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.
9.3 Designs a professional growth plan that addresses identified priorities.	Designs a clear, logical professional growth plan that addresses all priority areas.	Designs a clear, logical professional growth plan that addresses all priority areas.

<i>Standard Nine (continued)</i>		
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.	Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.	Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.

Standard 10: Provides Leadership Within School/Community/Profession

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

Standard	Initial-Level Performance	Advanced-Level Performance
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.	Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.	Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.
10.2 Develops a plan for engaging in leadership activities.	Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.	Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.
10.3 Implements a plan for engaging in leadership activities.	Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.	Effectively implements the leadership work plan.
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.	Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.	Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.

Standard 11: Demonstrates Professionalism

The teacher demonstrates professionalism by acting within legal and ethical guidelines to accomplish educational purposes.

Standard	Initial-Level Performance	Advanced-Level Performance
✓ 11.1 Demonstrates punctuality and regular attendance.	Complies with standard.	Complies with standard.
✓ 11.2 Demonstrates positive interpersonal relationships with educational staff, parents, and members of the community.	Complies with standard.	Complies with standard.
✓ 11.3 Performs duties consistent with school, district, and state regulations.	Complies with standard.	Complies with standard.
✓ 11.4 Adheres to school board policies and administrative procedures.	Complies with standard.	Complies with standard.
✓ 11.5 Adheres to the Code of Ethics developed by Kentucky's Education Professional Standards Board.	Complies with standard.	Complies with standard.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR ADMINISTRATORS

Educational Leadership Policy Standards: Interstate School Leaders
Licensure Consortium Standards for School Leaders – 2008
and
Performance Expectations and Indicators for Educational Leaders 2008
from the Council of Chief State School Officers

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

Standard 1: Vision, Mission, and Goals

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

Functions:

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

Performance Indicators:

Element A. High Expectations for All:

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals with high, measurable expectations for all students and educators.
2. Aligns the vision, mission, and goals to school, district, state, and federal policies (such as content standards and achievement targets).
3. Incorporates diverse perspectives and crafts consensus about vision, mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.
4. Advocates for a specific vision of learning in which every student has equitable appropriate and effective learning opportunities and achieves at high levels.

Element B. Shared Commitments to Implement the Vision, Mission, and Goals:

1. Establishes, conducts, and evaluates processes used to engage staff and community in a shared vision, mission, and goals.
2. Engages diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision, mission, and goals.
3. Develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.
4. Communicates and acts from shared vision, mission, and goals so educators and the community understand, support, and act on them consistently.
5. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for every student.

Element C. Continuous Improvement toward the Vision, Mission, and Goals:

1. Uses or develops data systems and other sources of information (e.g., test scores, teacher reports, student work samples) to identify unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.

2. Makes decisions informed by data, research, and best practices to shape plans, programs, and activities and regularly reviews their effects.
3. Uses data to determine effective change strategies, engaging staff and community stakeholders in planning and carrying out changes in programs and activities.
4. Identifies and removes barriers to achieving the vision, mission, and goals.
5. Incorporates the vision and goals into planning (e.g., strategic plan, school improvement plan), change strategies, and instructional programs.
6. Obtains and aligns resources (such as learning technologies, staff, time, funding, materials, training, and so on) to achieve the vision, mission, and goals.
7. Revises plans, programs, and activities based on systematic evidence and reviews of progress toward the vision, mission, and goals.

Standard 2: Teaching and Learning

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

Functions:

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

Performance Indicators:

Element A. Strong Professional Culture:

1. Develops shared understanding, capacities, and commitment to high expectations for all students and closing achievement gaps.
2. Guides and supports job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every student.
3. Models openness to change and collaboration that improves practices and student outcomes.
4. Develops time and resources to build a professional culture of openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.
5. Provides support, time, and resources for leaders and staff to examine their own beliefs, values, and practices in relation to the vision and goals for teaching and learning.
6. Provides ongoing feedback using data, assessments, and evaluation methods that improve practice.
7. Guides and monitors individual professional development plans and progress for continuous improvement of teaching and learning.

Element B. Rigorous Curriculum and Instruction:

1. Develops shared understanding of rigorous curriculum and standards-based instructional programs, working with teams to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet diverse needs.
2. Provides coherent, effective guidance of rigorous curriculum and instruction, aligning content standards, curriculum, teaching, assessments, professional development, and evaluation methods.
3. Provides and monitors effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning.
4. Identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to increase learning for every student.

Element C. Assessment and Accountability:

1. Develops and appropriately uses aligned, standards-based accountability data to improve the quality of teaching and learning.
2. Uses varied sources and kinds of information and assessments (such as test scores, work samples, and teacher judgment) to evaluate student learning, effective teaching, and program quality.
3. Guides regular analyses and disaggregation of data about all students to improve instructional programs.
4. Uses effective data-based technologies and performance management systems to monitor and analyze assessment results for accountability reporting and to guide continuous improvement.
5. Interprets data and communicates progress toward vision, mission, and goals for educators, the school community, and other stakeholders.

Standard 3: Managing Organizational Systems and Safety

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

Functions:

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

Performance Indicators:

Element A. Effective Operational Systems:

1. Uses effective tools such as problem-solving skills and knowledge of strategic, long-range, and operational planning to continuously improve the operational system.
2. Maintains the physical plant for safety, ADA requirements, and other access issues to support learning of every student.

3. Develops and facilitates communication and data systems that assure the timely flow of information.
4. Oversees acquisition and maintenance of equipment and effective technologies, particularly to support teaching and learning.
5. Distributes and oversees responsibilities for leadership of operational systems.
6. Evaluates and revises processes to continuously improve the operational system.

Element B. Aligned Fiscal and Human Resources:

1. Operates within budget and fiscal guidelines and directs them effectively toward teaching and learning.
2. Allocates funds based on student needs within the framework of federal and state rules.
3. Aligns resources (such as time, people, space, and money) to achieve the vision and goals.
4. Implements practices to recruit and retain highly qualified personnel.
5. Assigns personnel to address diverse student needs, legal requirements, and equity goals.
6. Conducts personnel evaluation processes that enhance professional practice, in keeping with district and state policies.
7. Seeks and secures additional resources needed to accomplish the vision and goals.

Element C. Protecting the Welfare and Safety of Students and Staff:

1. Advocates for and creates collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being.
2. Involves parents, teachers, and students in developing, implementing, and monitoring guidelines and norms for accountable behavior.
3. Develops and monitors a comprehensive safety and security plan.

Standard 4: Collaborating with Families and Stakeholders

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

Functions:

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

Performance Indicators:

Element A. Collaboration with Families and Community Members:

1. Brings together the resources of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children.
2. Involves families in decision making about their children's education.
3. Uses effective public information strategies to communicate with families and community members (such as email, night meetings, and written materials in multiple languages).

4. Applies communication and collaboration strategies to develop family and local community partnerships.
5. Develops comprehensive strategies for positive community and media relations.

Element B. Community Interests and Needs:

1. Identifies key stakeholders and is actively involved within the community, including working with community members and groups that have competing or conflicting perspectives about education.
2. Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics.
3. Seeks out and collaborates with community programs serving students with special needs.
4. Capitalizes on diversity (such as cultural, ethnic, racial, economic, and special interest groups) as an asset of the school community to strengthen educational programs.
5. Demonstrates cultural competence in sharing responsibilities with communities to improve teaching and learning.

Element C. Building on Community Resources:

1. Links to and collaborates with community agencies for health, social, and other services to families and children.
2. Develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources (such as buildings, playing fields, parks, medical clinics, and so on).
3. Uses public resources and funds appropriately and effectively.
4. Secures community support to sustain existing resources and add new resources that address emerging student needs.

Standard 5: Ethics and Integrity

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

Functions:

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

Performance Indicators:

Element A. Ethical and Legal Standards:

1. Models personal and professional ethics, integrity, justice, and fairness and expects the same of others.
2. Protects the rights and appropriate confidentiality of students and staff.
3. Behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.

Element B. Examining Personal Values and Beliefs:

1. Demonstrates respect for the inherent dignity and worth of each individual.
2. Models respect for diverse community stakeholders and treats them equitably.
3. Demonstrates respect for diversity by developing cultural competency skills and equitable practices.
4. Assesses own personal assumptions, values, beliefs, and practices that guide improvement of student learning.
5. Uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals.
6. Respectfully challenges and works to change assumptions and beliefs that negatively affect students, educational environments, and every student learning.

Element C. Maintaining High Standards for Self and Others:

1. Reflects on own work, analyzes strengths and weaknesses, and establishes goals for professional growth.
2. Models lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies.
3. Develops and uses understanding of educational policies such as accountability to avoid expedient, inequitable, or unproven approaches that meet short-term goals (such as raising test scores).
4. Helps educators and the community understand and focus on vision and goals for students within political conflicts over educational purposes and methods.
5. Sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar action for others.
6. *Demonstrates punctuality and regular attendance.*

Standard 6: The Education System

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

Functions:

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

Performance Indicators:

Element A. Exerting Professional Influence:

1. Facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
2. Actively develops relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.

3. Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals.

Element B. Contributing to the Educational Policy Environment:

1. Operates consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of every student learning.
2. Collects and accurately communicates data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform progressive political debates.
3. Communicates effectively with key decision makers in the community and in broader political contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements.
4. Advocates for increased support of excellence and equity in education.
5. *Adheres to the Code of Ethics developed by Kentucky's Education Professional Standards Board.*

Element C. Policy Engagement:

1. Builds strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of children and families.
2. Supports public policies that provide for present and future needs of children and families and improve equity and excellence in education.
3. Advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.
4. Works with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR COUNSELORS

Standard 1: Program Management, Research, and Evaluation

The school counselor develops a process and procedure for planning, implementation, and evaluation of a comprehensive developmental program of guidance and counseling. This program should be developed with faculty, staff, administrators, students, parents, school councils, school boards, and community members. It is based on needs assessment, formative evaluation and summative evaluation.

The counselor understands and knows how to:

- 1.1 Define needs and priorities.
- 1.2 Determine objectives.
- 1.3 Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.
- 1.4 Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.
- 1.5 Evaluate the program to assure its contribution to the school's mission and goals.
- 1.6 Use information systems and technology.

Standard 2: Developmental Guidance Curriculum

The school counselor provides a developmental, preventive guidance program to all students within the school. This proactive program promotes the mental health necessary for academic success, self-sufficiency and responsible group membership.

The counselor understands and knows how to:

- 2.1 Assess the developmental need of students.
- 2.2 Address academic expectations and school-to-work initiatives.
- 2.3 Prepare students for successful transitions.
- 2.4 Evaluate the results of the curriculum's impact.
- 2.5 Modify the curriculum as needed to continually meet the needs of students.
- 2.6 Guide individuals and groups of students through the development of educational and career plans.
- 2.7 Provide guidance for maximizing personal growth and development.
- 2.8 Teach the school developmental guidance curriculum.
- 2.9 Assist teachers in the teaching of the guidance curriculum.

Standard 3: Individual/Small Group Counseling

The school counselor uses short term individual counseling and structured as well as unstructured small group counseling to address mental, physical, and emotional barriers to learning and to help each child learn at high levels.

The Counselor understands and knows how to:

- 3.1 Provide a safe, confidential setting in which students present their needs and concerns.
- 3.2 Promote wellness.
- 3.3 Respond to crises.
- 3.4 Communicate empathy and understanding.
- 3.5 Utilize a broad range of techniques and accepted theories appropriate to school counseling.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR COUNSELORS

Standard 3: Individual/Small Group Counseling (cont.)

- 3.6 Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).
- 3.7 Intervene in problem/conflict situations and conduct follow-up sessions.
- 3.8 Respect and nurture the uniqueness of each student.
- 3.9 Mediate classroom and student conflict.
- 3.10 Empower students to develop and use their resources.

Standard 4: Consultation/Collaboration

The school counselor functions in a cooperative process to assist others to effectively meet the needs of students. Through consultation the school counselor advocates for students.

The counselor understands and knows how to:

- 4.1 Consult with parents, faculty, staff, administrators, and others to enhance their work with students.
- 4.2 Interpret relevant information concerning the developmental needs of students.
- 4.3 Reduce barriers to student learning through direct referred services.
- 4.4 Facilitate new student integration into the school environment.
- 4.5 Work with teachers to provide support for students in a crisis situation.
- 4.6 Interact with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees.
- 4.7 Facilitate successful communication between and among teachers, parents, teacher and students.
- 4.8 Work with teachers and administrators relevant to behavior management to promote and support intervention strategies.
- 4.9 Consult with external community and professional resources.

Standard 5: Coordination

The school counselor functions as a coordinator in bringing together people and resources in the school, the community, and the district for the fullest academic, career, personal, and social development of the students.

The counselor understands and knows how to:

- 5.1 Coordinate with school and community personnel, including school councils, to provide resources for students.
- 5.2 Use an effective referral process for assisting students and others to use special programs and services.
- 5.3 Identify community agencies for referral of students.
- 5.4 Maintain cooperative working relationships with community resources.
- 5.5 Facilitate successful transition from one level of education to the next, (i.e. elementary to middle.)

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR COUNSELORS

Standard 6: Assessment

The school counselor collaborates with other school and district staff to design and coordinate a testing program that helps students identify their abilities, aptitudes, achievements, and interests.

The counselor understands and knows how to:

- 6.1 Participate in the planning and evaluation of the district/school testing program.
- 6.2 Assess, interpret and communicate learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles.
- 6.3 Collaborate with staff concerning assessment of special needs students.
- 6.4 Use assessment results and other sources of student data in formulating student career/graduation plans.
- 6.5 Coordinate student records to ensure the confidentiality of assessment data.
- 6.6 Provide orientation sessions for faculty, students, and parents regarding the assessment program.

Standard 7: Adheres to Professional Standards

The school counselor is a professional who acts within legal and ethical guidelines to accomplish educational purposes.

The counselor understands and knows how to:

- 7.1 Adhere to professional codes of ethics of American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.
- 7.2 Adhere to federal/state laws and regulations related to education and child protection.
- 7.3 Be responsible for the on-going professional development.
- 7.4 Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
- 7.5 Be knowledgeable of the position statements of the American School Counselor Association.
- 7.6 Identify activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession
- 7.7 Performs duties consistent with school, community goals and administrative regulations.
- ✓ 7.8 Demonstrates punctuality and regular attendance.

Standard 8: Demonstrates Professional Leadership

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

The counselor understands and knows how to:

- 8.1 Build positive relationships within and between school and community.
- 8.2 Promote leadership potential in colleagues.
- 8.3 Participate in professional organizations and activities.
- 8.4 Write and speak effectively.
- 8.5 Guides the development of curriculum and instructional materials.
- 8.6 Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR COUNSELORS

Standard 8: Demonstrates Professional Leadership (cont.)

- 8.7 Initiates and develops educational projects and programs.
- 8.8 Practice effective listening, conflict resolution, and group-facilitation skills as a team member.
- 8.9 Present program in a manner that reflects sensitivity to a multicultural and global perspective.
- 8.10 Write for publication, present at conferences and provide professional development.
- 8.11 Work with colleagues to administer an effective learning climate within the school.

Standard 9: Engages in Professional Development

The school counselor evaluates his or her own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

The counselor understands and knows how to:

- 9.1 Establish priorities for professional growth.
- 9.2 Analyze student performance to help identify professional development needs.
- 9.3 Solicit input from others in the creation of individual professional development plans.
- 9.4 Implement knowledge and skills acquired through on-going professional development.
- 9.5 Modify own professional development plan to improve performance and to promote student learning.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR MEDIA SPECIALISTS

STANDARD 1: Demonstrates Professionalism

The media specialist:

- 1.1 Performs duties consistent with school, community goals and administrative regulations.
- 1.2 Demonstrates respect and fairness for diversity and individual differences.
- 1.3 Adheres to the Code of Ethics developed by Kentucky Education Professional Standards Board.
- ✓ 1.4 Demonstrates punctuality and regular attendance

STANDARD 2: Demonstrates Proficiency in the Management and Administration of the Library Media Center

The media specialist understands and knows how to:

- 2.1 Plan long-range goals of the library media center program with faculty, administration, and students
- 2.2 Plan the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the library media center program.
- 2.3 Administer the budget according to the goals and objectives of the program.
- 2.4 Meet periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.
- 2.5 Develop library media center policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.
- 2.6 Administer a library media program that utilizes flexible or modified flexible access.
- 2.7 Solicit suggestions from and communicates with faculty and students about services, materials, programs, and facilities.
- 2.8 Evaluate programs, services, facilities, and materials informally and formally on a continuous basis—identifying strengths and weaknesses.
- 2.9 Organize and maintain the library media center as a functional, attractive, safe and orderly environment for optimal use by students and faculty.
- 2.10 Publicize the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.
- 2.11 Be responsible for the proper use of the facility, materials, and equipment.
- 2.12 Plan and/or participate in special projects or proposals, e.g. book fairs.
- 2.13 Train and supervise library media center clerical staff, volunteers, and student helpers.
- 2.14 Participate in ongoing professional development

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR MEDIA SPECIALISTS

STANDARD 3: Provides Leadership and Delivers Services for School Technology Program

The media specialist understands and knows how to:

- 3.1 Serve as single point of contact for school technology expenditures and school-level needs.
- 3.2 Provide school-wide technology leadership through the school's Technology Committee.
- 3.3 Represent the school's needs as a member of the District Technology Committee.
- 3.4 Oversee the development and implementation of the School's Technology Plan.
- 3.5 Conduct basic hardware/software troubleshooting, coordinates additional support.
- 3.6 Conduct basic network administration and troubleshooting.
- 3.7 Install software and hardware.
- 3.8 Arrange for the preview of software and hardware.
- 3.9 Maintain an electronic inventory of the school's technology assets.
- 3.10 Maintain proficiency with district-wide communication software (Internet, E-Mail, etc.).
- 3.11 Attend annual technology conference (KETC).
- 3.12 Oversee implementation of AUP (Acceptable Use Policy).

STANDARD 4: Provides Exemplary Resources Through Collection Development

The media specialist understands and knows how to:

- 4.1 Follow the district approved selection policy which includes a procedure for the reconsideration of materials.
- 4.2 Possess broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.
- 4.3 Choose materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.
- 4.4 Make suggestions to principal, teachers on materials suitable for a professional collection.
- 4.5 Demonstrate competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy.
- 4.6 Keep a card or automated catalog current.
- 4.7 Maintain statistical records and shelf list or automated list needed to verify collection of the library media center holdings.
- 4.8 Make general repairs, weeds collection, and takes annual inventory.

STANDARD 5: Provides Effective Library Media Services

The media specialist understands and knows how to:

- 5.1 Exercise a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.
- 5.2 Maintain flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.
- 5.3 Participate as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.
- 5.4 Provide training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.
- 5.5 Support classroom teachers in the development of instructional units, activities, and curriculum with print and nonprint materials.
- 5.6 Assist faculty in the selection of materials to supplement instruction.
- 5.7 Establish positive rapport with staff and students.
- 5.8 Make the library media center and its resources accessible to students and faculty.
- 5.9 Provide orientation for new faculty and students.
- 5.10 Maintain effective communication with staff and students, e.g. informs faculty and students of new acquisitions and services.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR MEDIA SPECIALISTS

STANDARD 5: Provides Effective Library Media Services (cont.)

- 5.11 Facilitate the circulation of materials among schools in the district or with other agencies.
- 5.12 Be available as a personal resource for all students and faculty.
- 5.13 Provide the resources and promotes recreational reading for the school community.

STANDARD 6: Enables Students to Become Effective Information Users

The media specialist understands and knows how to:

- 6.1 Plan and implement a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of education reform and the academic expectations.
- 6.2 Provide appropriate learning experiences, as needed and/or requested.
- 6.3 Create a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.
- 6.4 Provide for independent and cooperative group learning.
- 6.5 Guide students in the selection of appropriate resources.
- 6.6 Help students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.
- 6.7 Promote appreciation of various forms of literature emphasizing the highest quality.
- 6.8 Encourage students to develop lifelong reading, listening, viewing, and critical thinking skills, and to become skilled in all models of communications.
- 6.9 Incorporate the use of technology in accessing information.
- 6.10 Assist students in the use of multi-media for completed projects.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR DISTRICT MEDIA SPECIALIST

STANDARD 1: Demonstrates Professionalism

The district media specialist demonstrates professionalism within the school, community, and education profession to improve student learning and well being.

PERFORMANCE CRITERIA:

The extent to which the district media specialist:

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

STANDARD 2: Engages in Professional Development

The district media specialist evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

PERFORMANCE CRITERIA:

The extent to which the district media specialist:

- 2.1 Establishes priorities for professional growth.
- 2.2 Solicits input from others in the creation of individual professional development plans.
- 2.3 Applies to instruction and practice the knowledge, skills, and processes acquired through professional development.
- 2.4 Modifies own professional development plan to improve instructional performance and to promote student learning.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR DISTRICT MEDIA SPECIALIST

STANDARD 3: Demonstrates Leadership and Delivers Services for Technology Program

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

PERFORMANCE CRITERIA:

The extent to which the district media specialist:

- 3.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 3.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 3.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 3.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 3.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 3.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 3.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 3.8 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 3.9 Represent the schools' needs as a member of the District Technology Committee.
- 3.10 Conduct basic hardware/software troubleshooting, coordinates additional support.
- 3.11 Conduct basic network administration and troubleshooting.
- 3.12 Install software and hardware.
- 3.13 Arrange for the preview of software and hardware.
- 3.14 Maintain proficiency with district-wide communication software (Internet, E-Mail, etc.).
- 3.15 Attend annual technology conference.
- 3.16 Provide training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.

Standard 4: Demonstrates Proficiency in Management and Organization

A district media specialist is an educational leader who promotes the success of all students by ensuring management and organization of the technology and public relations programs.

- 4.1 Knowledge of learning, teaching, and student development is used to inform decisions.
- 4.2 Emerging trends are recognized, studied, and applied as appropriate.
- 4.3 Operational plans and procedures to achieve the vision and goals of the district are in place.
- 4.4 Time is managed to maximize attainment of organizational goals.
- 4.5 Potential problems and opportunities are identified.
- 4.6 Problems are confronted and resolved in a timely manner.
- 4.7 Effective conflict resolution skills are used.
- 4.8 Effective communication skills are used.
- 4.9 Fiscal resources are managed responsibly, efficiently and effectively.
- 4.10 Administer the budget according to the goals and objectives of the program.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR DISTRICT MEDIA SPECIALIST

Standard 4: Demonstrates Proficiency in Management and Organization

- 4.11 Assesses and analyzes the effectiveness of the technology and public relations program and makes appropriate changes based upon research, feedback, reflection and assessment results.
- 4.12 Arrange goals and accomplishments for improving the technology program.
- 4.13 Considers the impact of one's management and organizational practices on others.
- 4.14 Treats people fairly, equitably, and with dignity and respect.
- 4.15 Protects the rights and confidentiality of students and staff.
- 4.16 Demonstrates appreciation for and sensitivity to the diversity in the school community.

Standard 5: Collaborates with Administration, Staff and Community Members

A district media specialist is an educational leader who promotes the success of all students by collaborating with administrators, families, community members; responding to diverse community interests and needs; and, mobilizing community resources.

- 5.1 High visibility, active involvement, and communication with the larger community is a priority.
- 5.2 Relationships with community leaders are identified and nurtured.
- 5.3 There is outreach to different business, religious, political, and service agencies and organizations.
- 5.4 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
- 5.5 Diversity is recognized and valued.
- 5.6 Effective media relations are developed and maintained.
- 5.7 Public resources and funds are used appropriately and wisely.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR SCHOOL/COMMUNITY LIAISON

STANDARD 1: Demonstrates Professional Leadership

The School/Community Liaison provides professional leadership within the school, community, and education profession to improve student learning and well being.

PERFORMANCE CRITERIA:

The extent to which the School/Community Liaison:

- 1.1. Builds positive relationships within and between school and community.
- 1.2. Promotes leadership potential in colleagues.
- 1.3. Participates in professional organizations and activities.
- 1.4. Writes and speaks effectively.
- 1.5. Contributes to the professional knowledge and expertise about teaching and learning.
- 1.6. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 1.7. Initiates and develops educational projects and programs.
- 1.8. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 1.9. Presents program in a manner that reflects sensitivity to a multicultural and global perspective.
- 1.10. Works with colleagues to administer an effective learning climate within the school.
- 1.11. Demonstrates punctuality and good attendance for all duties.
- 1.12. Adheres to school board policies, administrative procedures.
- 1.13. Adheres to the Code of Ethics developed by Kentucky Education Professional Standards Board.

STANDARD 2: Demonstrates Knowledge of Content

The School/Community Liaison demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

PERFORMANCE CRITERIA:

The extent to which the School/Community Liaison:

- 2.1. Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.
- 2.2. Connects content knowledge to real-world applications.
- 2.3. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
- 2.4. Analyzes sources of factual information for accuracy.
- 2.5. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
- 2.6. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR SCHOOL/COMMUNITY LIAISON

STANDARD 3: Designs/Plans the School/Community Program

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

PERFORMANCE CRITERIA:

The extent to which the School/Community Liaison:

- 3.1. Defines needs and priorities.
- 3.2. Determines objectives.
- 3.3. Addresses academic expectations and school/community initiatives.
- 3.4. Bases curriculum decisions on research, expertise of teachers, and the recommendations of learned societies.
- 3.5. Develops instruction that requires students to apply knowledge, skills, and thinking processes.
- 3.6. Integrates skills, thinking processes, and content across disciplines.
- 3.7. Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
- 3.8. Creates and uses learning experiences that are developmentally appropriate for learners.
- 3.9. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.
- 3.10. Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
- 3.11. Secures and uses a variety of appropriate school and community resources to support learning.
- 3.12. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
- 3.13. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

STANDARD 4: Creates/Maintains Learning Climate

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

PERFORMANCE CRITERIA:

The extent to which the School/Community Liaison:

- 4.1. Shows consistent sensitivity to individuals and responds to students objectively.
- 4.2. Works with colleagues to develop an effective learning climate within the school.
- 4.3. Treats all individuals with fairness, dignity, and respect.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR SCHOOL/COMMUNITY LIAISON

STANDARD 5: Implements/Manages the School/Community Program

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

PERFORMANCE CRITERIA:

The extent to which the School/Community Liaison:

- 5.1. Guides individuals and groups of students through the development of educational and career plans.
- 5.2. Assists teachers in the teaching of the PLVS curriculum.
- 5.3. Organizes personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.
- 5.4. Communicates specific goals and high expectations for learning.
- 5.5. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
- 5.6. Uses knowledge of learning, teaching, and student development to inform management decisions.
- 5.7. Recognizes, studies and applies emerging trends as appropriate.
- 5.8. Manages time to maximize attainment of organizational goals.
- 5.9. Confronts and resolves problems in a timely manner.
- 5.10. Shares responsibilities to maximize ownership and accountability.
- 5.11. Effectively uses conflict resolution skills.
- 5.12. Effectively uses group-process and consensus-building skills.
- 5.13. Effectively uses communication skills.
- 5.14. Effectively uses technology to manage school operations.
- 5.15. Maintains confidentiality and privacy of school records.

STANDARD 6: Assesses and Communicates Learning Results

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

PERFORMANCE CRITERIA:

The extent to which the School/Community Liaison:

- 6.1. Selects and uses assessments as needed.
- 6.2. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR SCHOOL/COMMUNITY LIAISON

STANDARD 7: Reflects/Evaluates Teaching/Learning

The School/Community Liaison reflects on and evaluates teaching/learning.

PERFORMANCE CRITERIA:

The extent to which the School/Community Liaison:

- 7.1. Assesses and analyzes the effectiveness of instruction.
- 7.2. Makes appropriate changes to instructional programming based upon feedback, reflection, and assessment results.
- 7.3. Evaluates the program to assure its contribution to the school's mission and goals.

STANDARD 8: Collaborates with Colleagues/Parents/Others

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

PERFORMANCE CRITERIA:

The extent to which the School/Community Liaison:

- 8.1. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
- 8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.
- 8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
- 8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.
- 8.5. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
- 8.6. Analyzes previous collaborative experiences to improve future experiences.
- 8.7. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.
- 8.8. Establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
- 8.9. Community youth family services are integrated with school programs.
- 8.10. Diversity is recognized and valued.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR SCHOOL/COMMUNITY LIAISON

STANDARD 9: Engages in Professional Development

The School/Community Liaison evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

PERFORMANCE CRITERIA:

The extent to which the School/Community Liaison:

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

STANDARD 10: Demonstrates Implementation of Technology

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

PERFORMANCE CRITERIA:

The extent to which the School/Community Liaison:

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

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR SCHOOL PSYCHOLOGIST

STANDARD 1: Demonstrates Professional Leadership

PERFORMANCE CRITERIA:

The extent to which the employee

- 1.1 Assumes and completes duties promptly and effectively.
- 1.2 Demonstrates punctuality and good attendance for all duties.
- 1.3 Adheres to school board policies and administrative procedures.
- 1.4 Handles confidential matters or information in a professional manner.
- 1.5 Assumes responsibility for the district psycho-educational assessment program.
- 1.6 Adheres to the Professional Code of Ethics.
- 1.7 Builds positive relationships within and between school and community.
- 1.8 Participates in professional organizations and activities.
- 1.9 Writes and speaks effectively.
- 1.10 Treats people fairly, equitably and with dignity and respect.
- 1.11 Demonstrates appreciation for and sensitivity to the diversity in the school community.

STANDARD 2: Demonstrates Knowledge of Job Area

PERFORMANCE CRITERIA:

The extent to which the employee

- 2.1 Suggests alternative instructional and behavioral management strategies to teachers.
- 2.2 Demonstrates instructional strategies and/or behavior management techniques.
- 2.3 Identifies appropriate assessment instruments for each child/youth referred for psycho-educational assessment.
- 2.4 Is familiar with current crisis intervention techniques.
- 2.5 Is aware of available community resources.
- 2.6 Is aware of and applies current laws and regulations regarding due process timelines.

STANDARD 3: Manages the District Psycho-Educational Assessment Program

PERFORMANCE CRITERIA:

The extent to which the employee:

- 3.1 Directs and guides the selection of psycho-educational assessment instruments for use in the district.
- 3.2 Provides leadership to the Admissions and Release Committee in selecting appropriate assessment instruments for children referred for psycho-educational evaluations.
- 3.3 Suggests and assists in implementation of appropriate behavior and academic intervention strategies for students referred to the Student/Teacher Assistance Team.
- 3.4 Receives referrals and follows through with comprehensive psycho-educational evaluation.
- 3.5 Seeks and obtains information about students from sources such as teachers, counselors, social workers and files.
- 3.6 Conducts all evaluations and re-evaluations within state mandated timelines.
- 3.7 Maintains accurate, complete and legible records submitted on time.
- 3.8 Selects, administers and scores comprehensive psycho-educational evaluations for children/youth referred for exceptional children services.
- 3.9 Compiles multi-disciplinary data into an integrated report.
- 3.10 Interprets psycho-educational evaluations to parents and teachers and generates recommendations for remedial activities designed to promote academic and/or social skills.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR SCHOOL PSYCHOLOGIST

STANDARD 3: Manages the District Psycho-Educational Assessment Program (continued)

- 3.11 Uses computers and other technologies to enhance professional productivity and support goals of the district psycho-educational assessment program.
- 3.12 Manages resources responsibly, efficiently and effectively.
- 3.13 Evaluates the program to assure its contributions to the school/district mission and goals.
- 3.14 Makes appropriate changes to programming based upon feedback, reflection and data analysis.

STANDARD 4: Demonstrates Effective Interpersonal and Communication Skills with Peers, Parents, Others

PERFORMANCE CRITERIA:

The extent to which the employee:

- 4.1 Deals with student and parents in a positive, constructive manner.
- 4.2 Creates a favorable professional image in the school and community.
- 4.3 Interprets present special programs and proposed special program changes to the board, the administrators, the staff and the general public.
- 4.4 Handles the concerns of parents in a sensitive manner.
- 4.5 Ensures that the oral and written communications to parents are clear, accurate and carefully composed.
- 4.6 Handles problems in a consistent and fair manner.
- 4.7 Interviews students and teachers effectively.

STANDARD 5: Collaborates with Colleagues/Parents/Others

PERFORMANCE CRITERIA:

The extent to which the employee:

- 5.1 Cooperates with administrative staff in order to accomplish school and board objectives.
- 5.2 Participates in Admissions and Release Committee meetings and Student/Teacher Assistance Team meetings.
- 5.3 Encourages utilization of community resources.
- 5.4 Works with colleagues to insure that appropriate assessment instruments and protocols are ordered for use in the district.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR SPEECH THERAPISTS

Standard 1: Implements Assessment Procedures

The speech therapist:

- 1.1 Assists and guides teachers through the referral process.
- 1.2 Provides screening to identify need for further assessment.
- 1.3 Provides a thorough assessment and diagnosis.
- 1.4 Maintains ongoing records of referred, screened and eligible students.
- 1.5 Follows timelines from initial referral to placement.
- 1.6 Completes all forms as required before placement and reevaluation.
- 1.7 Compiles case history as needed.
- 1.8 Assists in referrals to agencies.

Standard 2: Demonstrates a Readiness to Teach

The speech therapist:

- 2.1 Selects appropriate student objectives as dictated by ARC and IEP.
- 2.2 Selects appropriate learning experiences.
- 2.3 Uses time effectively.
- 2.4 Prepares instruction on the basis of individual needs.
- 2.5 Develops a therapeutic program.
- 2.6 Schedules caseload in an efficient and cooperative manner.

Standard 3: Creates/Maintains a Climate for Learning

The speech therapist:

- 3.1 Arranges setting to support learner activities.
- 3.2 Provides for a safe and orderly environment.
- 3.3 Uses classroom procedures that are clear and easily managed.
- 3.4 Establishes and clearly communicates expectations.
- 3.5 Reinforces acceptable student behaviors.
- 3.6 Uses appropriate consequences for altering unacceptable student behaviors.
- 3.7 Monitors student behaviors.
- 3.8 Holds each student accountable for his/her own behaviors.
- 3.9 Creates a climate in which students display initiative and accepts responsibility for learning and conduct.
- 3.10 Demonstrates fairness and consistency in enforcing behavior expectations.
- 3.11 Treats all individuals with fairness, dignity, and respect.

Standard 4: Teaches the Skills Necessary for Students to Become Productive Members of Various Groups

The speech therapist:

- 4.1 Teaches the skills needed for interdependence to work effectively in groups (taking turns and respecting views of others).
- 4.2 Teaches skills for group communication, listening, and speaking.

Standard 5: Uses a Variety of Effective Teaching Techniques – Equipment, Media and Materials

The speech therapist:

- 5.1 Uses cooperative learning strategies, when appropriate.
- 5.2 Provides multiple activities (e.g., learning centers, technology).
- 5.3 Selects teaching techniques that match the readiness of students to learn.
- 5.4 Provides for independent and interdependent learning.
- 5.5 Maintains a schedule that assures students will experience success.
- 5.6 Uses a variety of questioning techniques (e.g. signal, sample, redirection, individual, or private response, prompting, clarification, refocusing, pausing after asking a question, etc.).
- 5.7 Demonstrates knowledge about technology in the speech environment.
- 5.8 Incorporates use of technology into instructional plan, when possible.
- 5.9 Uses community resources to enhance instruction.

Standard 6: Uses Teaching Strategies that Increase Student Motivation

The speech therapist:

- 6.1 Is knowledgeable of Total Communication Approach.
- 6.2 Provides all students with the opportunity for successful experiences.
- 6.3 Demonstrates high expectations.
- 6.4 Demonstrates a high level of concern for student success.
- 6.5 Communicates a positive classroom climate of mutual respect.
- 6.6 Promotes interest through personalizing instruction and novel approaches.
- 6.7 Provides knowledge of results that are meaningful and timely.
- 6.8 Provides specific feedback.
- 6.9 Demonstrates a caring attitude.

Standard 7: Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment

The speech therapist:

- 7.1 Prepares paperwork in advance and has necessary forms available for parent conferences.
- 7.2 Uses narrative methods of reporting student progress when appropriate.
- 7.3 Shows actual expectations met by student.
- 7.4 Conducts conferences with parent/guardian.
- 7.5 Reports so that students are not compared to other students.
- 7.6 Maintains ongoing communication with parent/guardian.
- 7.7 Provides information regarding agencies/programs available within the community as needed.

Standard 8: Collaborates with Teachers and Staff

The speech therapist:

- 8.1 Plans with classroom teachers and staff to implement therapy.
- 8.2 Cooperatively develops IEP goals and objectives with Special Education teachers who have students with speech services.
- 8.3 Serves as a consultant on topics regarding speech/language development.
- 8.4 Assists in proper referral of individuals to agencies and specialists in the community as appropriate.
- 8.5 Shares instructional materials and media.

Standard 9: Meets Professional Standards

The speech therapist:

- 9.1 Assumes responsibility for requisitioning and maintaining needed equipment and materials, as provided by the Board.
- 9.2 Meets assigned time frames.
- 9.3 Serves on committees.
- 9.4 Fulfills out-of-class obligations/duties.
- 9.5 Maintains confidentiality regarding students.
- 9.6 Shows positive working relationship with faculty and staff.
- 9.7 Follows proper channels to address issues and problems.
- 9.8 Shows proper regard toward students.
- 9.9 Demonstrates good judgment in decision making.
- 9.10 Seeks further education/training.
- 9.11 Participates in workshops, seminars, and other professional growth opportunities.
- 9.12 Belongs to professional organizations.
- 9.13 Establishes a pattern of dependability by being punctual and having regular attendance.
- 9.14 Performs duties consistent with school, community goals and administrative regulations.
- 9.15 Adheres to the Code of Ethics developed by Kentucky Education Professional Standards Board.

Standard 10: Uses Professional Growth Activities to Improve the Speech Therapy Program

The speech therapist:

- 10.1 Identifies professional growth activities which will improve the speech therapy program.
- 10.2 Develops Professional Growth Plan.
- 10.3 Develops a plan that is congruent with the school and district mission and goals.
- 10.4 Revises Professional Growth Plan as goals change.

FORMATIVE CONFERENCING FORM

Overview

The following forms were developed for use in the formative conferencing phase of the evaluation cycle. Eight formative conferencing forms have been developed: teacher, administrator, counselor, media specialist, district media specialist, school/community liaison, school psychologist and speech therapist.

The evaluator should use information gathered throughout the formative phase to use as a basis for the formative conference. The formative conference serves as an opportunity to provide feedback to the evaluatee on his or her performance and to identify areas for professional growth. A copy of the formative conference sheet should be provided to the evaluatee after the conference.

**CLASSROOM TEACHER
FORMATIVE CONFERENCE FORM**

Teacher: _____ **Evaluator:** _____

Work Observed: _____ **Date Observed:** _____

Obs. Time: _____ **Date of Conference:** _____

Standard(s) addressed in this conference:

- ____ Standard 1: Demonstrates Applied Content Knowledge
- ____ Standard 2: Designs and Plans Instruction
- ____ Standard 3: Creates and Maintains Learning Climate
- ____ Standard 4: Implements and Manages Instruction
- ____ Standard 5: Assesses and Communicates Learning Results
- ____ Standard 6: Demonstrates the Implementation of Technology
- ____ Standard 7: Reflects and Evaluates Teaching and Learning
- ____ Standard 8: Collaborates with Colleagues/Parents/Others
- ____ Standard 9: Evaluates Teaching and Implements Professional Development
- ____ Standard 10: Provides Leadership within School/Community/Profession
- ____ Standard 11: Demonstrates Professionalism

Maintain/Continue: _____

Growth (Indicate Standard/Indicator. Update PGP and attach if necessary.): _____

Closure and Commitment: _____

Evaluator _____ **Date** _____ **Teacher** _____ **Date** _____

EIS EVALUATION FOR ADMINISTRATORS (Formative/Summative)

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

Administrator _____ Position _____

Evaluator _____ Position _____

School _____

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

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

Administrator Standards	Meets	Growth Needed *	Does Not Meet **
1. Vision, Mission, and Goals			
2. Teaching and Learning			
3. Managing Organizational Systems and Safety			
4. Collaborating with Families and Stakeholders			
5. Ethics and Integrity			
6. The Educational System			
Overall Rating			

Administrator's Comments: _____

Evaluator's Comments: _____

Employment Recommendation to EIS Central Office (Summative Only)

_____ Meets admin. standards for reemployment _____ Does not meet admin. standards for reemployment

Administrator:
 _____ Agree with this summative evaluation _____ Signature _____ Date
 _____ Disagree with this summative evaluation

Evaluator:
 _____ Signature _____ Date

Opportunities for appeal process at both the local and district levels are part of the Elizabethtown Independent School District evaluation plan.

* Any rating in the "Growth Needed" column requires a plan for improvement documented in the Professional Growth Plan, and demonstrated growth is required for continued employment.

** Any rating in the "Does Not Meet" column requires the development of an Individual Corrective Action Plan.

**COUNSELOR
FORMATIVE CONFERENCE FORM**

Counselor: _____ **Evaluator:** _____

Work Observed: _____ **Date Observed:** _____

Obs. Time: _____ **Date of Conference:** _____

Standard(s) dealt with in this conference:

- _____ Standard One: Program Management, Research, Evaluation
- _____ Standard Two: Developmental Guidance Curriculum
- _____ Standard Three: Individual/Small Group Counseling
- _____ Standard Four: Consultation/Collaboration
- _____ Standard Five: Coordination

- _____ Standard Six: Assessment
- _____ Standard Seven: Professional Standards
- _____ Standard Eight: Professional Leadership
- _____ Standard Nine: Professional Development

Maintain/Continue: _____

Growth (Indicate Standard/Indicator. Update Individual Growth Plan and attach if necessary): _____

Closure and Commitment: _____

Evaluator

Date

Counselor

Date

**MEDIA SPECIALIST
FORMATIVE CONFERENCE FORM**

Media Specialist: _____ **Evaluator:** _____

Work Observed: _____ **Date Observed:** _____

Obs. Time: _____ **Date of Conference:** _____

Standard(s) dealt with in this conference:

- _____ **Standard One: Professionalism**
- _____ **Standard Two: Management, Administration of Media Center**
- _____ **Standard Three: Leadership in School Technology Program**

- _____ **Standard Four: Collection Development**
- _____ **Standard Five: Effective Media Services**
- _____ **Standard Six: Students as Effective
Information Users**

Maintain/Continue: _____

Growth (Indicate Standard/Indicator. Update Individual Growth Plan and attach if necessary.): _____

Closure and Commitment: _____

Evaluator _____ **Date** _____ **Media Specialist** _____ **Date** _____

**DISTRICT MEDIA SPECIALIST
FORMATIVE CONFERENCE FORM**

District Media Specialist: _____ **Evaluator:** _____

Work Observed: _____ **Date Observed:** _____

Obs. Time: _____ **Date of Conference:** _____

Standard(s) dealt with in this conference:

- _____ **Standard One: Demonstrates professionalism**
- _____ **Standard Two: Engages in professional development**
- _____ **Standard Three: Demonstrates leadership and delivers services for technology program**

- _____ **Standard Four: Demonstrates proficiency in management and organization**
- _____ **Standard Five: Collaborates with administration, staff and community members**

Maintain/Continue: _____

Growth (Indicate Standard/Indicator. Update Individual Growth Plan and attach if necessary.): _____

Closure and Commitment: _____

Evaluator **Date** **District Media Specialist** **Date**

**SCHOOL/COMMUNITY LIAISON
FORMATIVE CONFERENCE FORM**

School/Community Liaison: _____ Evaluator: _____

Work Observed: _____ Date Observed: _____

Obs. Time: _____ Date of Conference: _____

Standard(s) dealt with in this conference:

- | | |
|----------------------------------------------------------------|--------------------------------------------------------------------|
| _____ Standard One: Demonstrates Professional Leadership | _____ Standard Six: Assesses and Communicates Learning Results |
| _____ Standard Two: Demonstrates Knowledge of Content | _____ Standard Seven: Reflects/Evaluates Teaching/Learning |
| _____ Standard Three: Designs/Plans School to Work Program | _____ Standard Eight: Collaborates with Colleagues/ Parents/Others |
| _____ Standard Four: Creates/Maintains Learning Climate | _____ Standard Nine: Engages in Professional Development |
| _____ Standard Five: Implements/Manages School to Work Program | _____ Standard Ten: Demonstrates Implementation of Technology |

Maintain/Continue: _____

Growth (Indicate Standard/Indicator. Update Individual Growth Plan and attach if necessary.): _____

Closure and Commitment: _____

Evaluator

Date

School/Community Liaison

Date

**SCHOOL PSYCHOLOGIST
FORMATIVE CONFERENCE FORM**

School Psychologist: _____ **Evaluator:** _____

Work Observed: _____ **Date Observed:** _____

Obs. Time: _____ **Date of Conference:** _____

Standard(s) dealt with in this conference:

- _____ **Standard One: Demonstrates Professional Leadership**
- _____ **Standard Two: Demonstrates Knowledge of Job Area**
- _____ **Standard Three: Manages the District Psycho-Educational Assessment Program**
- _____ **Standard Four: Demonstrates Effective Interpersonal and Communication Skills with Peers, Parents, Others**
- _____ **Standard Five: Collaborates with Colleagues/Parents/Others**

Maintain/Continue: _____

Growth (Indicate Standard/Indicator. Update Individual Growth Plan and attach if necessary.): _____

Closure and Commitment: _____

Evaluator

Date

School Psychologist

Date

OBSERVATION FORMS

Overview

In addition to the formal scheduled and nonscheduled observations, evaluators are encouraged to visit classrooms often to monitor and assist teachers. These observation forms are designed to assist evaluators in the collection of data for evaluation purposes. The forms also give feedback to the teacher on what the evaluator observed.

OBSERVATION FORM
 Scheduled Formative
 Unscheduled Formative
 Drop by

<i>Teacher</i>	<i>Date</i>	<i>School</i>
<i>Subject</i>	<i>Grade</i>	<i>Period/Time</i>

Observable Instructional Behaviors*Teacher Behaviors:*

- Conferencing with students
- Working with small groups
- Working one-on-one
- Modeling skills/process
- Facilitating learning
- Sharing samples of work
- Assessing students' understanding
- Others _____

- Modeling writing
- Reading to students
- Lecture/direct instruction
- Correcting student responses
- Integrating technology
- Using manipulatives

Student Behaviors:

- Using manipulatives/tools
- Using technology
- Working in pairs/groups
- Taking notes
- Making presentations
- Summarizing orally/written
- Attending to Learning/Actively Engaged in Learning
- Others _____

- Reading
- Listening
- Researching
- Conferencing
- Writing Process
- Reflecting

Best Practice Strategies

- Aligned curriculum
- Essential questions
- Sources other than text
- Modeling of prof/dist work
- Reading/writing workshop
- Reciprocal teaching
- Differentiation: Learning Styles

- Rubrics
- Reading comp. strategies
- Homework feedback
- Nonlinguistic representations
- Cooperative learning
- Written reflection
- Differentiation: Academic

- Comparing/contrasting
- Metaphors/analogies
- Reinforcement-effort
- Recognition
- Cuing
- Vocabulary Development
- Others _____

- Goal-setting
- Questioning tech.
- Hypothesis-gen/test
- Summarizing
- Notetaking
- Interactive Lecture

Assessment Strategies

- Anecdotal records
- Learning logs
- Journal
- Entry/Exit Slips

- Written reflection
- Oral response(s)
- Peer conference
- Teacher conference

- Essay question
- Open response
- Textbook test
- Teacher-made test

- Project
- On-demand writing
- Portfolio piece
- Other _____

Evidence/Progress:

	Meets	Growth Needed	Does Not Meet
___ Standard 1: Demonstrates Applied Content Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Standard 2: Designs/Plans Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Standard 3: Creates/Maintains Learning Climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Standard 4: Implements/Manages Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Standard 5: Assesses/Communicates Learning Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Standard 6: Demonstrates Implementation of Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Evaluator's Signature

Date

Evaluatee's Signature

Date

SUMMATIVE CONFERENCING AND EVALUATION FORMS

Overview

Summative conferencing forms are tools for the evaluator to use in preparation for the summative conference and final summative evaluation. In preparation for the summative conference, the evaluator and evaluatee complete a summative conference form. During the summative conference, the evaluator and evaluatee discuss their assessments for the standards and indicators. During the summative conference, the evaluator also shares additional data collected throughout the formative phase of the evaluation cycle.

The evaluator then completes a summative evaluation form on the evaluatee. This form is signed by both parties. A copy is provided to the evaluatee, and a copy is sent to the EIS Central Office. Deadlines for submitting summative evaluations are: April 1 for limited contract employees and nonrenewals of tenured employees; May 1 for continuing contract employees (teachers); and, May 10 for administrators.

EIS SUMMATIVE CONFERENCING FORM--TEACHER

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

Teacher _____ Content Area _____ Grade(s) _____

Evaluator _____ Position _____

Date of Conference (Analyses) _____ School _____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
1: Demonstrates Applied Content Knowledge				Discussed
1.1 Communicates concepts, processes, and knowledge.				
1.2 Connects content to life experiences of student.				
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.				
1.4 Guides students to understand content from various perspectives.				
1.5 Identifies and addresses students' misconceptions of content.				
Overall rating for Summative Evaluation Form				
2: Designs and Plans Instruction				Discussed
2.1 Develops significant objectives aligned with standards.				
2.2 Uses contextual data to design instruction relevant to students.				
2.3 Plans assessments to guide instruction and measure learning objectives.				
2.4 Plans instructional strategies and activities that address learning objectives for all students.				
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.				
Overall rating for Summative Evaluation Form				
3: Creates and Maintains Learning Climate				Discussed
3.1 Communicates high expectations.				
3.2 Establishes a positive learning environment.				
3.3 Values and supports student diversity and addresses individual needs.				
3.4 Fosters mutual respect between teacher and students and among students.				
3.5 Provides a safe environment for learning.				
Overall rating for Summative Evaluation Form				
4: Implements and Manages Instruction				Discussed
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.				
4.2 Implements instruction based on diverse student needs and assessment data.				
4.3 Uses time effectively.				
4.4 Uses space and materials effectively.				
4.5 Implements and manages instruction in ways that facilitate higher order thinking.				
Overall rating for Summative Evaluation Form				
5: Assesses and Communicates Learning Results				Discussed
5.1 Uses pre-assessments.				
5.2 Uses formative assessments.				
5.3 Uses summative assessments.				
5.4 Describes, analyzes, and evaluates student performance data.				
5.5 Communicates learning results to students and parents.				
5.6 Allows opportunity for student self-assessment.				
Overall rating for Summative Evaluation Form				

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
6: Demonstrates the Implementation of Technology				Discussed
6.1 Uses available technology to design and plan instruction.				
6.2 Uses available technology to implement instruction that facilitates student learning.				
6.3 Integrates student use of available technology into instruction.				
6.4 Uses available technology to assess and communicate student learning.				
6.5 Demonstrates ethical and legal use of technology.				
Overall rating for Summative Evaluation Form				
7: Reflects and Evaluates Teaching and Learning				Discussed
7.1 Uses data to reflect on and evaluate student learning.				
7.2 Uses data to reflect on and evaluate instructional practice.				
7.3 Uses data to reflect on and identify areas for professional growth.				
Overall rating for Summative Evaluation Form				
8: Collaborates with Colleagues/Parents/Others				Discussed
8.1 Identifies students whose learning could be enhanced by collaboration.				
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.				
8.3 Implements planned activities that enhance student learning and engage all parties.				
8.4 Analyzes data to evaluate the outcomes of collaborative efforts.				
Overall rating for Summative Evaluation Form				
9: Evaluates Teaching and Implements Professional Development				Discussed
9.1 Self assesses performance relative to Kentucky's Teacher Standards.				
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.				
9.3 Designs a professional growth plan that addresses identified priorities.				
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.				
Overall rating for Summative Evaluation Form				
10. Provides Leadership within School/Community/Profession				Discussed
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.				
10.2 Develops a plan for engaging in leadership activities.				
10.3 Implements a plan for engaging in leadership activities.				
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.				
Overall rating for Summative Evaluation Form				
11. Demonstrates Professionalism				Discussed
11.1 Demonstrates punctuality and regular attendance.				
11.2 Demonstrates positive interpersonal relationships with educational staff, parents, and members of the community.				
11.3 Performs duties consistent with school, district, and state regulations.				
11.4 Adheres to school board policies and administrative procedures.				
11.5 Adheres to the Code of Ethics developed by Kentucky Education Professional Standards Board.				
Overall rating for Summative Evaluation Form				

* This column provides for one or more ratings. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.

SUMMATIVE CONFERENCING FORM-ADMINISTRATORS

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

Administrator _____ Position _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
I: Vision, Mission, and Goals	Meets	Growth Needed	Does Not Meet	
A. High Expectations for All				
1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals with high, measurable expectations for all students and educators.				
2. Aligns the vision, mission, and goals to school, district, state, and federal policies (such as content standards and achievement targets).				
3. Incorporates diverse perspectives and crafts consensus about vision, mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.				
4. Advocates for a specific vision of learning in which every student has equitable appropriate and effective learning opportunities and achieves at high levels.				
B. Shared Commitments to Implement the Vision, Mission, and Goals				
1. Establishes, conducts, and evaluates processes used to engage staff and community in a shared vision, mission, and goals.				
2. Engages diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision, mission, and goals.				
3. Develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.				
4. Communicates and acts from shared vision, mission, and goals so educators and the community understand, support, and act on them consistently.				
5. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for every student.				
C. Continuous Improvement toward the Vision, Mission, and Goals				
1. Uses or develops data systems and other sources of information (e.g., test scores, teacher reports, student work samples) to identify unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.				
2. Makes decisions informed by data, research, and best practices to shape plans, programs, and activities and regularly reviews their effects.				
3. Uses data to determine effective change strategies, engaging staff and community stakeholders in planning and carrying out changes in programs and activities.				
4. Identifies and removes barriers to achieving the vision, mission, and goals.				
5. Incorporates the vision and goals into planning (e.g., strategic plan, school improvement plan), change strategies, and instructional programs.				
6. Obtains and aligns resources (such as learning technologies, staff, time, funding, materials, training, and so on) to achieve the vision, mission, and goals.				
7. Revises plans, programs, and activities based on systematic evidence and reviews of progress toward the vision, mission, and goals.				
Overall rating for Summative Evaluation Form				

2: Teaching and Learning	Meets	Growth Needed	Does Not Meet	Discussed
A. Strong Professional Culture:				
1. Develops shared understanding, capacities, and commitment to high expectations for all students and closing achievement gaps.				
2. Guides and supports job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every student.				
3. Models openness to change and collaboration that improves practices and student outcomes.				
4. Develops time and resources to build a professional culture of openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.				
5. Provides support, time, and resources for leaders and staff to examine their own beliefs, values, and practices in relation to the vision and goals for teaching and learning.				
6. Provides ongoing feedback using data, assessments, and evaluation methods that improve practice.				
7. Guides and monitors individual professional development plans and progress for continuous improvement of teaching and learning.				
B. Rigorous Curriculum and Instruction				
1. Develops shared understanding of rigorous curriculum and standards-based instructional programs, working with teams to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet diverse needs.				
2. Provides coherent, effective guidance of rigorous curriculum and instruction, aligning content standards, curriculum, teaching, assessments, professional development, and evaluation methods.				
3. Provides and monitors effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning.				
4. Identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to increase learning for every student.				
C. Assessment and Accountability				
1. Develops and appropriately uses aligned, standards-based accountability data to improve the quality of teaching and learning.				
2. Uses varied sources and kinds of information and assessments (such as test scores, work samples, and teacher judgment) to evaluate student learning, effective teaching, and program quality.				
3. Guides regular analyses and disaggregation of data about all students to improve instructional programs.				
4. Uses effective data-based technologies and performance management systems to monitor and analyze assessment results for accountability reporting and to guide continuous improvement.				
5. Interprets data and communicates progress toward vision, mission, and goals for educators, the school community, and other stakeholders.				
Overall rating for Summative Evaluation Form				

3: Managing Organizational Systems and Safety	Meets	Growth Needed	Does Not Meet	Discussed
A. Effective Operational Systems				
1. Uses effective tools such as problem-solving skills and knowledge of strategic, long-range, and operational planning to continuously improve the operational system.				
2. Maintains the physical plant for safety, ADA requirements, and other access issues to support learning of every student.				
3. Develops and facilitates communication and data systems that assure the timely flow of information.				
4. Oversees acquisition and maintenance of equipment and effective technologies, particularly to support teaching and learning.				
5. Distributes and oversees responsibilities for leadership of operational systems.				
6. Evaluates and revises processes to continuously improve the operational system.				
B. Aligned Fiscal and Human Resources				
1. Operates within budget and fiscal guidelines and directs them effectively toward teaching and learning.				
2. Allocates funds based on student needs with in the framework of federal and state rules.				
3. Aligns resources (such as time, people, space, and money) to achieve the vision and goals.				
4. Implements practices to recruit and retain highly qualified personnel.				
5. Assigns personnel to address diverse student needs, legal requirements, and equity goals.				
6. Conducts personnel evaluation processes that enhance professional practice, in keeping with district and state policies.				
7. Seeks and secures additional resources needed to accomplish the vision and goals.				
C. Protecting the Welfare and Safety of Students and Staff				
1. Advocates for and creates collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being.				
2. Involves parents, teachers, and students in developing, implementing, and monitoring guidelines and norms for accountable behavior.				
3. Develops and monitors a comprehensive safety and security plan.				
Overall rating for Summative Evaluation Form				

4: Collaborating with Families and Stakeholders	Meets	Growth Needed	Does Not Meet	Discussed
A. Collaboration with Families and Community Members				
1. Brings together the resources of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children.				
2. Involves families in decision making about their children's education.				
3. Uses effective public information strategies to communicate with families and community members (such as email, night meetings, and written materials in multiple languages).				
4. Applies communication and collaboration strategies to develop family and local community partnerships.				
5. Develops comprehensive strategies for positive community and media relations.				
B. Community Interests and Needs				
1. Identifies key stakeholders and is actively involved within the community, including working with community members and groups that have competing or conflicting perspectives about education.				
2. Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics.				
3. Seeks out and collaborates with community programs serving students with special needs.				
4. Capitalizes on diversity (such as cultural, ethnic, racial, economic, and special interest groups) as an asset of the school community to strengthen educational programs.				
5. Demonstrates cultural competence in sharing responsibilities with communities to improve teaching and learning.				
C. Building on Community Resources				
1. Links to and collaborates with community agencies for health, social, and other services to families and children.				
2. Develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources (such as buildings, playing fields, parks, medical clinics, and so on).				
3. Uses public resources and funds appropriately and effectively.				
4. Secures community support to sustain existing resources and add new resources that address emerging student needs.				
Overall rating for Summative Evaluation Form				

5: Ethics and Integrity	Meets	Growth Needed	Does Not Meet	Discussed
A. Ethical and Legal Standards				
1. Models personal and professional ethics, integrity, justice, and fairness and expects the same of others.				
2. Protects the rights and appropriate confidentiality of students and staff.				
3. Behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.				
B. Examining Personal Values and Beliefs				
1. Demonstrates respect for the inherent dignity and worth of each individual.				
2. Models respect for diverse community stakeholders and treats them equitably.				
3. Demonstrates respect for diversity by developing cultural competency skills and equitable practices.				
4. Assesses own personal assumptions, values, beliefs, and practices that guide improvement of student learning.				
5. Uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals.				
6. Respectfully challenges and works to change assumptions and beliefs that negatively affect students, educational environments, and every student learning.				
C. Maintaining High Standards for Self and Others				
1. Reflects on own work, analyzes strengths and weaknesses, and establishes goals for professional growth.				
2. Models lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies.				
3. Develops and uses understanding of educational policies such as accountability to avoid expedient, inequitable, or unproven approaches that meet short-term goals (such as raising test scores).				
4. Helps educators and the community understand and focus on vision and goals for students within political conflicts over educational purposes and methods.				
5. Sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar action for others.				
6. Demonstrates punctuality and regular attendance.				
Overall rating for Summative Evaluation Form				

6: The Educational System	Meets	Growth Needed	Does Not Meet	Discussed	
A. Exerting Professional Influence					
1. Facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.					
2. Actively develops relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.					
3. Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals.					
B. Contributing to the Educational Policy Environment					
1. Operates consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of every student learning.					
2. Collects and accurately communicates data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform progressive political debates.					
3. Communicates effectively with key decision makers in the community and in broader political contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements.					
4. Advocates for increased support of excellence and equity in education.					
5. Adheres to the Code of Ethics developed by Kentucky's Education Professional Standards Board.					
C. Policy Engagement					
1. Builds strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of children and families.					
2. Supports public policies that provide for present and future needs of children and families and improve equity and excellence in education.					
3. Advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.					
4. Works with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.					
Overall rating for Summative Evaluation Form					

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EIS EVALUATION FOR ADMINISTRATORS (Formative/Summative)

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

Administrator _____ Position _____

Evaluator _____ Position _____

School _____

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

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

Administrator Standards	Meets	Growth Needed *	Does Not Meet **
1. Vision, Mission, and Goals			
2. Teaching and Learning			
3. Managing Organizational Systems and Safety			
4. Collaborating with Families and Stakeholders			
5. Ethics and Integrity			
6. The Educational System			
Overall Rating			

Administrator's Comments: _____

Evaluator's Comments: _____

Employment Recommendation to EIS Central Office (Summative Only)

_____ Meets admin. standards for reemployment _____ Does not meet admin. standards for reemployment

Administrator:
 _____ Agree with this summative evaluation _____ Signature _____ Date
 _____ Disagree with this summative evaluation

Evaluator:
 _____ Signature _____ Date

Opportunities for appeal process at both the local and district levels are part of the Elizabethtown Independent School District evaluation plan.

* Any rating in the "Growth Needed" column requires a plan for improvement documented in the Professional Growth Plan, and demonstrated growth is required for continued employment.

** Any rating in the "Does Not Meet" column requires the development of an Individual Corrective Action Plan.

EIS SUMMATIVE CONFERENCING FORM--COUNSELOR

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

Counselor _____ School _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
1: Program Management, Research, and Evaluation				Discussed
1.1. Define needs and priorities.				
1.2. Determine objectives				
1.3. Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program				
1.4. Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans				
1.5. Evaluate the program to assure its contribution to the school's mission and goals.				
1.6. Use information systems and technology				
Overall rating for Summative Evaluation Form				
2: Developmental Guidance Curriculum				Discussed
2.1. Assess the developmental need of students				
2.2. Address academic expectations and school-to-work initiatives.				
2.3. Prepare students for successful transitions				
2.4. Evaluate the results of the curriculum's impact				
2.5. Modify the curriculum as needed to continually meet the needs of students				
2.6. Guide individuals and groups of students through the development of educational and career plans.				
2.7. Provide guidance for maximizing personal growth and development.				
2.8. Teach the school developmental guidance curriculum				
2.9. Assist teachers in the teaching of the guidance curriculum.				
Overall rating for Summative Evaluation Form				
3: Individual/Small Group Counseling				Discussed
3.1. Provide a safe, confidential setting in which students present their needs and concerns.				
3.2. Promote wellness				
3.3. Respond to crises				
3.4. Communicate empathy and understanding				
3.5. Utilize a broad range of techniques and accepted theories appropriate to school counseling				
3.6. Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).				
3.7. Intervene in problem/conflict situations and conduct follow-up sessions.				
3.8. Respect and nurture the uniqueness of each student				
3.9. Mediate classroom and student conflict				
3.10. Empower students to develop and use their resources.				
Overall rating for Summative Evaluation Form				
4: Consultation/Collaboration				Discussed
4.1. Consult with parents, faculty, staff, administrators, and others to enhance their work with students				
4.2. Interpret relevant information concerning the developmental needs of students.				
4.3. Reduce barriers to student learning through direct referred services				
4.4. Facilitate new student integration into the school environment				
4.5. Work with teachers to provide support for students in a crisis situation.				
4.6. Interact with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees				
4.7. Facilitate successful communication between and among teachers, parents, teacher and students				
4.8. Work with teachers and administrators relevant to behavior management to promote and support intervention strategies				
4.9. Consult with external community and professional resources.				
Overall rating for Summative Evaluation Form				

5: Coordination	Meets	Growth Needed	Does Not Meet	Discussed
5.1. Coordinate with school and community personnel, including school councils, to provide resources for students				
5.2. Use an effective referral process for assisting students and others to use special programs and services				
5.3. Identify community agencies for referral of students.				
5.4. Maintain cooperative working relationships with community resources.				
5.5. Facilitate successful transition from one level of education to the next, (i.e. elementary to middle.)				
Overall rating for Summative Evaluation Form				
6: Assessment	Meets	Growth Needed	Does Not Meet	Discussed
6.1. Participate in the planning and evaluation of the district/school testing program				
6.2. Assess, interpret and communicate learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles.				
6.3. Collaborate with staff concerning assessment of special needs students.				
6.4. Use assessment results and other sources of student data in formulating student career/graduation plans.				
6.5. Coordinate student records to ensure the confidentiality of assessment data				
6.6. Provide orientation sessions for faculty, students, and parents regarding the assessment program				
Overall rating for Summative Evaluation Form				
7: Adheres to Professional Standards	Meets	Growth Needed	Does Not Meet	Discussed
7.1. Adhere to professional codes of ethics of American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board				
7.2. Adhere to federal/state laws and regulations related to education and child protection				
7.3. Be responsible for the on-going professional development				
7.4. Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action				
7.5. Be knowledgeable of the position statements of the American School Counselor Association.				
7.6. Identify activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession				
7.7. Performs duties consistent with school, community goals and administrative regulations				
7.8. Demonstrates punctuality and regular attendance				
Overall rating for Summative Evaluation Form				
8: Demonstrates Professional Leadership	Meets	Growth Needed	Does Not Meet	Discussed
8.1. Build positive relationships within and between school and community.				
8.2. Promote leadership potential in colleagues				
8.3. Participate in professional organizations and activities				
8.4. Write and speak effectively				
8.5. Guides the development of curriculum and instructional materials				
8.6. Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities				
8.7. Initiates and develops educational projects and programs.				
8.8. Practice effective listening, conflict resolution, and group-facilitation skills as a team member				
8.9. Present program in a manner that reflects sensitivity to a multicultural and global perspective.				
Overall rating for Summative Evaluation Form				
9: Engages in Professional Development	Meets	Growth Needed	Does Not Meet	Discussed
9.1. Establishes priorities for professional growth.				
9.2. Analyzes student performance to help identify professional development needs.				
9.3. Solicits input from others in the creation of individual professional development plans.				
9.4. Implement knowledge and skills acquired through on-going professional development				
9.5. Modifies own professional development plan to improve performance and to promote student learning.				
Overall rating for Summative Evaluation Form				

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EIS SUMMATIVE CONFERENCING FORM—MEDIA SPECIALIST

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

Media Specialist _____ School _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
1: Demonstrates Professionalism				Discussed
1.1. Performs duties consistent with school, community goals and administrative regulations				
1.2. Demonstrates respect and fairness for diversity and individual differences.				
1.3. Adheres to the Code of Ethics developed by Kentucky Education Professional Standards Board				
1.4. Demonstrates punctuality and regular attendance				
Overall rating for Summative Evaluation Form				
2: Management and Administration of the Library Media Center				Discussed
2.1. Plan long-range goals of the library media center program with faculty, administration, and students				
2.2. Plan the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the library media center program				
2.3. Administer the budget according to the goals and objectives of the program				
2.4. Meet periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.				
2.5. Develop library media center policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology				
2.6. Administer a library media program that utilizes flexible or modified flexible access.				
2.7. Solicit suggestions from and communicates with faculty and students about services, materials, programs, and facilities.				
2.8. Evaluate programs, services, facilities, and materials informally and formally on a continuous basis—identifying strengths and weaknesses.				
2.9. Organize and maintain the library media center as a functional, attractive, safe and orderly environment for optimal use by students and faculty				
2.10. Publicize the library media center programs, services, and materials through newsletters, announcements, and other innovative ways				
2.11. Be responsible for the proper use of the facility, materials, and equipment				
2.12. Plan and/or participate in special projects or proposals, e.g. book fairs				
2.13. Train and supervise library media center clerical staff, volunteers, and student helpers.				
2.14. Participate in ongoing professional development				
Overall rating for Summative Evaluation Form				
3: School Technology Program				Discussed
3.1. Serve as single point of contact for school technology expenditures and school-level needs.				
3.2. Provide school-wide technology leadership through the school's Technology Committee.				
3.3. Represent the school's needs as a member of the District Technology Comm				
3.4. Oversee the development and implementation of the School's Technology Plan				
3.5. Conduct basic hardware/software troubleshooting, coordinates additional support				
3.6. Conduct basic network administration and troubleshooting.				
3.7. Install software and hardware				
3.8. Arrange for the preview of software and hardware				
3.9. Maintain an electronic inventory of the school's technology assets				
3.10. Maintain proficiency with district-wide communication software (Internet, E-Mail, etc.).				
3.11. Attend annual technology conference (KETC				
3.12. Oversee implementation of AUP (Acceptable Use Policy)				
Overall rating for Summative Evaluation Form				

4: Collection Development	Meets	Growth Needed	Does Not Meet	Discussed
4.1. Follow the district approved selection policy which includes a procedure for the reconsideration of materials				
4.2. Possess broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum				
4.3. Choose materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations				
4.4. Make suggestions to principal, teachers on materials suitable for a professional collection				
4.5. Demonstrate competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy.				
4.6. Keep a card or automated catalog current				
4.7. Maintain statistical records and shelf list or automated list needed to verify collection of the library media center holdings				
4.8. Make general repairs, weeds collection, and takes annual inventory				
Overall rating for Summative Evaluation Form				
5: Effective Library Media Services	Meets	Growth Needed	Does Not Meet	Discussed
5.1. Exercise a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school				
5.2. Maintain flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening				
5.3. Participate as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.				
5.4. Provide training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections				
5.5. Support classroom teachers in the development of instructional units, activities, and curriculum with print and nonprint materials.				
5.6. Assist faculty in the selection of materials to supplement instruction				
5.7. Establish positive rapport with staff and students				
5.8. Make the library media center and its resources accessible to students and faculty				
5.9. Provide orientation for new faculty and students				
5.10. Maintain effective communication with staff and students, e.g. informs faculty and students of new acquisitions and services				
5.11. Facilitate the circulation of materials among schools in the district or with other agencies				
5.12. Be available as a personal resource for all students and faculty				
5.13. Provide the resources and promotes recreational reading for the school community				
Overall rating for Summative Evaluation Form				
6: Students to Become Effective Information Users	Meets	Growth Needed	Does Not Meet	Discussed
6.1. Plan and implement a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of education reform and the academic expectations				
6.2. Provide appropriate learning experiences, as needed and/or requested				
6.3. Create a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct				
6.4. Provide for independent and cooperative group learning				
6.5. Guide students in the selection of appropriate resources.				
6.6. Help students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments				
6.7. Promote appreciation of various forms of literature emphasizing the highest quality				
6.8. Encourage students to develop lifelong reading, listening, viewing, and critical thinking skills, and to become skilled in all models of communications				
6.9. Incorporate the use of technology in accessing information				
6.10. Assist students in the use of multi-media for completed projects.				
Overall rating for Summative Evaluation Form				

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EIS SUMMATIVE CONFERENCING FORM—DISTRICT MEDIA SPECIALIST

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

District Media Specialist _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
1: Demonstrates Professionalism				
1.1. Builds positive relationships within and between school and community.				
1.2. Promotes leadership potential in colleagues.				
1.3. Participates in professional organizations and activities.				
1.4. Writes and speaks effectively.				
1.5. Contributes to the professional knowledge and expertise about teaching and learning.				
1.6. Participates in policy design and development in the district, within professional organizations, and/or within community organizations with educationally related activities.				
1.7. Initiates and develops educational projects and programs.				
1.8. Practices effective listening, conflict resolution, and group-facilitation skills as team member.				
1.9. Demonstrates punctuality and good attendance for all duties.				
1.10. Adheres to school board policies, administrative procedures.				
1.11. Adheres to the Code of Ethics developed by Kentucky Education Professional Standards Board.				
Overall rating for Summative Evaluation Form				
2: Engages in Professional Development				
2.1. Establishes priorities for professional growth.				
2.2. Solicits input from others in the creation of individual professional development plans.				
2.3. Applies to instruction and practice the knowledge, skills, and processes acquired through professional development.				
2.4. Modifies own professional development plan to improve instructional performance and to promote student learning.				
Overall rating for Summative Evaluation Form				
3: Demonstrates Leadership and Delivers Services for Technology Program				
3.1. Operates a multimedia computer and peripherals to install and use a variety of software.				
3.2. Uses terminology related to computers and technology appropriately in written and verbal communication.				
3.3. Demonstrates knowledge of the use of technology in business, industry, and society.				
3.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
3.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.				
3.6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.				
3.7. Uses computers and other technologies such as interactive instruction, audio-video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
3.8. Explores, uses, and evaluates technology resources: software, applications, and related documentation.				
3.9. Represent the schools' needs as a member of the District Technology Committee.				
3.10. Conduct basic hardware/software troubleshooting, coordinates additional support.				

3: Demonstrates Leadership and Delivers Services for Technology Program (continued)	Meets	Growth Needed	Does Not Meet	Discussed
3.11. Conduct basic network administration and troubleshooting.				
3.12. Install software and hardware.				
3.13. Arrange for the preview of software and hardware.				
3.14. Maintain proficiency with district-wide communication software (Internet, E-Mail, etc.).				
3.15. Attend annual technology conference.				
3.16. Provide training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.				
Overall rating for Summative Evaluation Form				
4: Demonstrates Proficiency in Management and Organization	Meets	Growth Needed	Does Not Meet	Discussed
4.1. Knowledge of learning, teaching, and student development is used to inform decisions.				
4.2. Emerging trends are recognized, studied, and applied as appropriate.				
4.3. Operational plans and procedures to achieve the vision and goals of the district are in place.				
4.4. Time is managed to maximize attainment of organizational goals.				
4.5. Potential problems and opportunities are identified.				
4.6. Problems are confronted and resolved in a timely manner.				
4.7. Effective conflict resolution skills are used.				
4.8. Effective communication skills are used.				
4.9. Fiscal resources are managed responsibly, efficiently and effectively.				
4.10. Administer the budget according to the goals and objectives of the program.				
4.11. Assesses and analyzes the effectiveness of the technology and public relations program and makes appropriate changes based upon research, feedback, reflection and assessment results.				
4.12. Arrange goals and accomplishments for improving the technology program.				
4.13. Considers the impact of one's management and organizational practices on others.				
4.14. Treats people fairly, equitably, and with dignity and respect.				
4.15. Protects the rights and confidentiality of students and staff.				
4.16. Demonstrates appreciation for and sensitivity to the diversity in the school community.				
Overall rating for Summative Evaluation Form				
5: Collaborates with Administration, Staff and Community Members	Meets	Growth Needed	Does Not Meet	Discussed
5.1. High visibility, active involvement, and communication with the larger community is a priority.				
5.2. Relationships with community leaders are identified and nurtured.				
5.3. There is outreach to different business, religious, political, and service agencies and organizations.				
5.4. Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.				
5.5. Diversity is recognized and valued.				
5.6. Effective media relations are developed and maintained.				
5.7. Public resources and funds are used appropriately and wisely.				
Overall rating for Summative Evaluation Form				

* This column provides for one or more ratings. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.

EIS SUMMATIVE EVALUATION FOR DISTRICT MEDIA SPECIALIST

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

District Media Specialist _____

Evaluator _____

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

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

District Media Specialist Standards	Meets	Growth Needed *	Does Not Meet **
1. Demonstrates Professionalism			
2. Engages in Professional Development			
3. Demonstrates Leadership and Delivers Services for Technology Program			
4. Demonstrates Proficiency in Management and Organization			
5. Collaborates with Administration, Staff and Community Members			
Overall Rating			

Employment Recommendation to EIS Central Office

_____ Meets standards for reemployment _____ Does not meet standards for reemployment

District Media Specialist's Comments: _____

Evaluator's Comments: _____

District Media Specialist:

_____ Agree with this summative evaluation
 _____ Disagree with this summative evaluation

Signature

Date

Evaluator:

Signature

Date

Opportunities for appeal process at both the local and district levels are part of the Elizabethtown Independent School District evaluation plan.

* Any rating in the "Growth Needed" column requires a plan for improvement documented in the Professional Growth Plan, and demonstrated growth is required for continued employment.

** Any rating in the "Does Not Meet" column requires the development of an Individual Corrective Action Plan.

EIS SUMMATIVE CONFERENCING FORM—DISTRICT SCHOOL/COMMUNITY LIAISON

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

School/Community Liaison _____

Evaluator _____ Position _____

Date of Conference (Analyses) _____

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

3: Designs/Plans School/Community Program	Meets	Growth Needed	Does Not Meet	Discussed
3.1. Defines needs and priorities.				
3.2. Determines objectives.				
3.3. Addresses academic expectations and school/community initiatives.				
3.4. Bases curriculum decisions on research, expertise of teachers, and the recommendations of learned societies.				
3.5. Develops instruction that requires students to apply knowledge, skills, and thinking processes.				
3.6. Integrates skills, thinking processes, and content across disciplines.				
3.7. Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.				
3.8. Creates and uses learning experiences that are developmentally appropriate for learners.				
3.9. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.				
3.10. Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.				
3.11. Secures and uses a variety of appropriate school and community resources to support learning.				
3.12. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.				
3.13. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.				
Overall rating for Summative Evaluation Form				
4: Creates/Maintains Learning Climate	Meets	Growth Needed	Does Not Meet	Discussed
4.1. Shows consistent sensitivity to individuals and responds to students objectively.				
4.2. Works with colleagues to develop an effective learning climate within the school.				
4.3. Treats all individuals with fairness, dignity, and respect.				
Overall rating for Summative Evaluation Form				
5: Implements/Manages School/Community Program	Meets	Growth Needed	Does Not Meet	Discussed
5.1. Guides individuals and groups of students through the development of educational and career plans.				
5.2. Assists teachers in the teaching of the PLVS curriculum.				
5.3. Organizes personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.				
5.4. Communicates specific goals and high expectations for learning.				
5.5. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.				
5.6. Uses knowledge of learning, teaching, and student development to inform management decisions.				
5.7. Recognizes, studies and applies emerging trends as appropriate.				
5.8. Manages time to maximize attainment of organizational goals.				
5.9. Confronts and resolves problems in a timely manner.				
5.10. Shares responsibilities to maximize ownership and accountability.				
5.11. Effectively uses conflict resolution skills.				
5.12. Effectively uses group-process and consensus-building skills.				
5.13. Effectively uses communication skills.				
5.14. Effectively uses technology to manage school operations.				
5.15. Maintains confidentiality and privacy of school records.				
Overall rating for Summative Evaluation Form				

6: Assesses and Communicates Learning Results	Meets	Growth Needed	Does Not Meet	Discussed
6.1. Selects and uses assessments as needed.				
6.2. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.				
Overall rating for Summative Evaluation Form				
7: Reflects/Evaluates Teaching/Learning	Meets	Growth Needed	Does Not Meet	Discussed
7.1. Assesses and analyzes the effectiveness of instruction.				
7.2. Makes appropriate changes to instructional programming based upon feedback, reflection, and assessment results..				
7.3. Evaluates the program to assure its contribution to the school's mission and goals.				
Overall rating for Summative Evaluation Form				
8: Collaborates with Colleagues/Parents/Others	Meets	Growth Needed	Does Not Meet	Discussed
8.1. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.				
8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.				
8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.				
8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.				
8.5. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.				
8.6. Analyzes previous collaborative experiences to improve future experiences.				
8.7. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.				
8.8. Establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.				
8.9. Community youth family services are integrated with school programs.				
8.10. Diversity is recognized and valued.				
Overall rating for Summative Evaluation Form				
9: Engages in Professional Development	Meets	Growth Needed	Does Not Meet	Discussed
9.1. Establishes priorities for professional growth.				
9.2. Analyzes student performance to help identify professional development needs.				
9.3. Solicits input from others in the creation of individual professional development plans.				
9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.				
9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.				
Overall rating for Summative Evaluation Form				

10. Demonstrates Implementation of Technology	Meets	Growth Needed	Does Not Meet	Discussed
10.1. Operates a multimedia computer and peripherals to install and use a variety of software.				
10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.				
10.3. Demonstrates knowledge of the use of technology in business, industry, and society.				
10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.				
10.6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.				
10.7. Practices equitable and legal use of computers and technology in professional activities.				
10.8. Facilitates the lifelong learning of self and others through the use of technology.				
10.9. Explores, uses, and evaluates technology resources: software, applications, and related documentation.				
10.10. Applies research-based instructional practices that use computers and other technology.				
10.11. Uses computers and other technology for individual, small group, and large group learning activities.				
10.12. Uses technology to support multiple assessments of student learning.				
10.13. Instructs and supervises students in the ethical and legal use of technology.				
Overall rating for Summative Evaluation Form				

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SUMMATIVE CONFERENCING FORM – School Psychologist

(Evaluator and evaluatee discuss and complete prior to developing the evaluatee's summative evaluation instrument. This document is the summary of data collected from: observations, professional development activities, products, etc.)

School Psychologist _____ Position _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Discussed
	(*More than one (1) rating can be checked)			
Standard 1: Demonstrates Professional Leadership	Meets	Growth Needed	Does Not Meet	Discussed
1.1 Assumes and completes duties promptly and effectively.				
1.2 Demonstrates punctuality and good attendance for all duties.				
1.3 Adheres to school board policies and administrative procedures.				
1.4 Handles confidential matters or information in a professional manner.				
1.5 Assumes responsibility for the district psycho-educational assessment program.				
1.6 Adheres to the Professional Code of Ethics.				
1.7 Builds positive relationships within and between school and community.				
1.8 Participates in professional organizations and activities.				
1.9 Writes and speaks effectively.				
1.10 Treats people fairly, equitably and with dignity and respect.				
1.11 Demonstrates appreciation for and sensitivity to the diversity in the school community.				
Overall rating for Summative Evaluation Form				
Standard 2: Demonstrates Knowledge of Job Area	Meets	Growth Needed	Does Not Meet	Discussed
2.1 Suggests alternative instructional and behavioral management strategies to teachers.				
2.2 Demonstrates instructional strategies and/or behavior management techniques.				
2.3 Identifies appropriate assessment instruments for each child/youth referred for psycho-educational assessment.				
2.4 Is familiar with current crisis intervention techniques.				
2.5 Is aware of available community resources.				
2.6 Is aware of and applies current laws and regulations regarding due process timelines.				
Overall rating for Summative Evaluation Form				
Standard 3: Manages the District Psycho-Educational Assessment Program	Meets	Growth Needed	Does Not Meet	Discussed
3.1 Directs and guides the selection of psycho-educational assessment instruments for use in the district.				
3.2 Provides leadership to the Admissions and Release Committee in selecting appropriate assessment instruments for children referred for psycho-educational evaluations.				
3.3 Suggests and assists in implementation of appropriate behavior and academic intervention strategies for students referred to the Student/Teacher Assistance Team.				
3.4 Receives referrals and follows through with comprehensive psycho-educational evaluation.				
3.5 Seeks and obtains information about students from sources such as teachers, counselors, social workers and files.				
3.6 Conducts all evaluations and re-evaluations within state mandated timelines.				
3.7 Maintains accurate, complete and legible records submitted on time.				
3.8 Selects, administers and scores comprehensive psycho-educational evaluations for children/youth referred for exceptional children services.				
3.9 Compiles multi-disciplinary data into an integrated report.				
3.10 Interprets psycho-educational evaluations to parents and teachers and generates recommendations for remedial activities designed to promote academic and/or social skills.				
3.11 Uses computers and other technologies to enhance professional productivity and support goals of the district psycho-educational assessment program.				
3.12 Manages resources responsibly, efficiently and effectively.				

Standard 3: Manages the District Psycho-Educational Assessment Program (continued)	Meets	Growth Needed	Does Not Meet	Discussed
3.13 Evaluates the program to assure its contributions to the school/district mission and goals.				
3.14 Makes appropriate changes to programming based upon feedback, reflection and data analysis.				
Overall rating for Summative Evaluation Form				
Standard 4: Demonstrates Effective Interpersonal and Communication Skills with Peers, Parents, Others	Meets	Growth Needed	Does Not Meet	Discussed
4.1 Deals with student and parents in a positive, constructive manner.				
4.2 Creates a favorable professional image in the school and community.				
4.3 Interprets present special programs and proposed special program changes to the board, the administrators, the staff and the general public.				
4.4 Handles the concerns of parents in a sensitive manner.				
4.5 Ensures that the oral and written communications to parents are clear, accurate and carefully composed.				
4.6 Handles problems in a consistent and fair manner.				
4.7 Interviews students and teachers effectively.				
Overall rating for Summative Evaluation Form				
Standard 5: Collaborates with Colleagues/Parents/Others	Meets	Growth Needed	Does Not Meet	Discussed
5.1 Cooperates with administrative staff in order to accomplish school and board objectives.				
5.2 Participates in Admissions and Release Committee meetings and Student/Teacher Assistance Team meetings.				
5.3 Encourages utilization of community resources.				
5.4 Works with colleagues to insure that appropriate assessment instruments and protocols are ordered for use in the district.				
Overall rating for Summative Evaluation Form				

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SUMMATIVE CONFERENCING FORM – SPEECH THERAPIST

(Evaluator and evaluatee discuss and complete prior to developing the evaluatee's summative evaluation instrument. This document is the summary of data collected from: observations, professional development activities, products, etc.)

Speech Therapist _____ Position _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			
	Meets	Growth Needed	Does Not Meet	
(*More than one (1) rating can be checked)				Discussed
Standard 1: Implements Assessment Procedures				
1.1 Assists and guides teachers through the referral process.				
1.2 Provides screening to identify need for further assessment.				
1.3 Provides a thorough assessment and diagnosis.				
1.4 Maintains ongoing records of referred, screened and eligible students.				
1.5 Follows timelines from initial referral to placement.				
1.6 Completes all forms as required before placement and reevaluation.				
1.7 Compiles case history as needed.				
1.8 Assists in referrals to agencies				
Overall rating for Summative Evaluation Form				
Standard 2: Demonstrates a Readiness to Teach				Discussed
2.1 Selects appropriate student objectives as dictated by ARC and IEP				
2.2 Selects appropriate learning experiences				
2.3 Uses time effectively.				
2.4 Prepares instruction on the basis of individual needs.				
2.5 Develops a therapeutic program.				
2.6 Schedules caseload in an efficient and cooperative manner.				
Overall rating for Summative Evaluation Form				
Standard 3: Creates/Maintains a Climate for Learning Program				Discussed
3.1 Arranges setting to support learner activities.				
3.2 Provides for a safe and orderly environment.				
3.3 Uses classroom procedures that are clear and easily managed				
3.4 Establishes and clearly communicates expectations.				
3.5 Reinforces acceptable student behaviors.				
3.6 Uses appropriate consequences for altering unacceptable student behaviors				
3.7 Monitors student behaviors.				
3.8 Holds each student accountable for his/her own behaviors.				
3.9 Creates a climate in which students display initiative and accepts responsibility for learning and conduct.				
3.10 Demonstrates fairness and consistency in enforcing behavior expectations.				
3.11 Treats all individuals with fairness, dignity, and respect.				
Overall rating for Summative Evaluation Form				

Standard 4: Teaches the Skills Necessary for Students to Become Productive Members of Various Groups	Meets	Growth Needed	Does Not Meet	Discussed
4.1 Teaches the skills needed for interdependence to work effectively in groups (taking turns and respecting views of others).				
4.2 Teaches skills for group communication, listening, and speaking.				
Overall rating for Summative Evaluation Form				
Standard 5: Uses a Variety of Effective Teaching Techniques—Equipment, Media and Materials	Meets	Growth Needed	Does Not Meet	Discussed
5.1 Uses cooperative learning strategies, when appropriate.				
5.2 Provides multiple activities (e.g., learning centers, technology).				
5.3 Selects teaching techniques that match the readiness of students to learn.				
5.4 Provides for independent and interdependent learning.				
5.5 Maintains a schedule that assures students will experience success				
5.6 Uses a variety of questioning techniques (e.g. signal, sample, redirection, individual, or private response, prompting, clarification, refocusing, pausing after asking a question, etc.).				
5.7 Demonstrates knowledge about technology in the speech environment				
5.8 Incorporates use of technology into instructional plan, when possible.				
5.9 Uses community resources to enhance instruction.				
Overall rating for Summative Evaluation Form				
Standard 6: Uses Teaching Strategies that Increase Student Motivation	Meets	Growth Needed	Does Not Meet	Discussed
6.1 Is knowledgeable of Total Communication Approach.				
6.2 Provides all students with the opportunity for successful experiences				
6.3 Demonstrates high expectations.				
6.4 Demonstrates a high level of concern for student success.				
6.5 Communicates a positive classroom climate of mutual respect.				
6.6 Promotes interest through personalizing instruction and novel approaches.				
6.7 Provides knowledge of results that are meaningful and timely.				
6.8 Provides specific feedback.				
6.9 Demonstrates a caring attitude.				
Overall rating for Summative Evaluation Form				
Standard 7: Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment	Meets	Growth Needed	Does Not Meet	Discussed
7.1 Prepares paperwork in advance and has necessary forms available for parent conferences.				
7.2 Uses narrative methods of reporting student progress when appropriate.				
7.3 Shows actual expectations met by student				
7.4 Conducts conferences with parent/guardian.				
7.5 Reports so that students are not compared to other students.				
7.6 Maintains ongoing communication with parent/guardian.				
7.7 Provides information regarding agencies/programs available within the community as needed.				
Overall rating for Summative Evaluation Form				

Standard 8: Collaborates with Teachers and Staff				Meets	Growth Needed	Does Not Meet	Discussed
8.1	Plans with classroom teachers and staff to implement therapy.						
8.2	Cooperatively develops IEP goals and objectives with Special Education teachers who have students with speech services						
8.3	Serves as a consultant on topics regarding speech/language development.						
8.4	Assists in proper referral of individuals to agencies and specialists in the community as appropriate.						
8.5	Shares instructional materials and media.						
Overall rating for Summative Evaluation Form							
Standard 9: Meets Professional Standards				Meets	Growth Needed	Does Not Meet	Discussed
9.1	Assumes responsibility for requisitioning and maintaining needed equipment and materials, as provided by the Board.						
9.2	Meets assigned time frames.						
9.3	Serves on committees.						
9.4	Fulfills out-of-class obligations/duties.						
9.5	Maintains confidentiality regarding students.						
9.6	Shows positive working relationship with faculty and staff.						
9.7	Follows proper channels to address issues and problems.						
9.8	Shows proper regard toward students.						
9.9	Demonstrates good judgment in decision making.						
9.10	Seeks further education/training.						
9.11	Participates in workshops, seminars, and other professional growth opportunities.						
9.12	Belongs to professional organizations.						
9.13	Establishes a pattern of dependability by being punctual and having regular attendance.						
9.14	Performs duties consistent with school, community goals, and administrative regulations.						
9.15	Adheres to the Code of Ethics developed by Kentucky Education Professional Standards Board.						
Overall rating for Summative Evaluation Form							
Standard 10: Uses Professional Growth Activities to Improve the Speech Therapy Program				Meets	Growth Needed	Does Not Meet	Discussed
10.1	Identifies professional growth activities which will improve the speech therapy program.						
10.2	Develops Professional Growth Plan.						
10.3	Develops a plan that is congruent with the school and district mission and goals.						
10.4	Revises Professional Growth Plan as goals change.						
Overall rating for Summative Evaluation Form							

* This column provides for one or more ratings. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.

CORRECTIVE ACTION PLAN OVERVIEW

Overview

A Corrective Action Plan is used when an employee receives a “Does Not Meet” in a standard rating from the summative evaluation or when an evaluatee’s practice or behavior requires an immediate change. The following pages contain instructions for completing a Corrective Action Plan. Evaluators should also reference the Evaluation Plan Summary located in the first pages of this manual.

Instructions for Completing the Individual Corrective Action Plan

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or "does-not-meet rating" on any one Standard or more from the Summative Evaluation or when an evaluatee's practice or behavior requires an immediate change. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the standard. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. Standard No.

Identify the specific standard(s) from the Summative Evaluation Form that has a "does-not-meet" rating assigned.

2. Present Professional Development Stage

(Select the stage of professional development stages that best reflects the evaluatee's level.)

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

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

Growth objectives and goals must address the specific standard(s) rated as "does not meet" on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es).

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

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

5. Appraisal Method and Target Dates for Completion

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

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

EIS INDIVIDUAL CORRECTIVE ACTION PLAN

for

Date _____

Work Site _____

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

(Attach more pages if necessary)

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

A Corrective Action Plan is developed for any "Does Not Meet" ratings on a Summative Evaluation or when an evaluatee's practice or behavior requires an immediate change.

APPEALS PROCESS OVERVIEW

Overview

By statute and board policy, employees are entitled to appeal their evaluations. Evaluators are encouraged to share the appeals process and forms in the evaluation orientation. The following pages contain the EIS Board of Education Administrative Procedure 03.18.11 (Appeals/Hearings) and 03.18.21 (Evaluation Appeal Form). Evaluators should also reference the appeals procedures as outlined in the Evaluation Plan Summary section of this manual.

-CERTIFIED PERSONNEL-

Appeals/Hearings

PURPOSE

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

APPEALS

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

1. Both the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. ~~The members of the Appeals Panel will be the only persons to review the documentation. (All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either parties involved or the Panel members.)~~
2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by Panel members during the hearing.
3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.
- ✓4. Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.
5. The hearing will be audiotaped and a copy provided to both parties if requested in writing. The original will be maintained by the District.
6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.
7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

Both parties review reasonably in advance

Suggest explain of Panel makeup KRS 156 (6)

Appeals/Hearings**HEARINGS**

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
3. The evaluatee may present relevant evidence in support of the appeal.
4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and evaluator.
6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The chairperson of the Panel will make closing remarks.
9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
 - a. Upholding all parts of the original evaluation.
 - b. Voiding the original evaluation or parts of it.
 - c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.
10. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within ten (10) calendar days from the date the appeal is filed.
11. The Superintendent may take appropriate action consistent with the Panel's decision.
12. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
13. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

Review/Revised:7/17/07

- CERTIFIED PERSONNEL -

Evaluation Appeal Form

INSTRUCTIONS

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

Employee's Name _____		Date _____
Home Address _____		
Job Title	Work Location	Grade or Department
_____	_____	_____

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

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____ Date _____

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

Employee's Signature *Date*

RELATED PROCEDURES:

03.18 AP.11, 03.18 AP.12

Review/Revised:5/21/2001

Elizabethtown Independent Schools' Certified Evaluation Orientation

By KY statute and regulation, the certified evaluation plan shall be explained to and discussed with all certified employees within one month of reporting for employment. The following pages include a sample memo and presentation outline for principals to use with their staff. Other evaluators can adapt these samples as appropriate. Evaluators should keep a signature sheet indicating employee attendance at the evaluation orientation.

Memorandum

To: All School Certified Personnel
From: Ms. Smith, Principal
Date: August 7, 2009
Re: Meeting to Discuss Improvement of Instruction through the Evaluation Process

Our August 21st faculty meeting will be devoted primarily to share information with you on the 2009-2010 certified evaluation forms and procedures.

We understand the necessity and importance of working as partners to improve classroom instruction in any way possible. I consider the process of personnel evaluation to be one of the most beneficial ways that we can impact the quality of instruction at Happy Valley Elementary School.

I look forward to discussing the professional growth and evaluation forms and standards at our meeting. If you cannot attend, please send a written notice to me so that I can make provisions for sharing the evaluation information with you.

Elizabethtown Independent Schools Certified Evaluation Orientation

- I. Purpose of Evaluation
 - A. To improve classroom instruction
 - B. To provide accountability to public

- II. Ways to Improve Instruction
 - A. Provide a system for continuous professional growth of certified personnel
 - B. Utilize a system which enhances strengths and corrects weaknesses

- III. Evaluation Foundations
 - A. Standards and performance criteria
 - B. Professional Code of Ethics
 - C. Immediate supervisor as evaluator

- IV. Forms
 - A. Individual Professional Growth Plan (completed by certified personnel with assistance of evaluator and part of the local district individual personnel files)
 - B. Pre-Observation Form (completed by certified personnel)
 - C. Documents used in the data collection process of analyzing behaviors, e.g. Data Collection Summary, Formative Observation Form, Formative Conferencing Form
 - D. Summative Conferencing Form (completed with certified personnel)
 - E. Summative Evaluation for Teachers (completed by evaluator and part of district individual personnel file)
 - F. Individual Corrective Action Plan (completed by both evaluator and evaluatee and part of local individual personnel file)

- V. Products Evaluated
 - A. List or discuss other documents/observations/products that will be a part of the evaluation process, e.g. notes, memos

- VI. Timeline/Process
 - A. Provide staff with a general overview of how and when evaluation will occur
 - B. Review basic process and schedule as applicable to all personnel (intern, non-tenured, tenured)
 - C. Inform all evaluatees of their rights to appeal by using the district procedures/timelines