ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

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

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

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

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

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on March 26, 2009.

Scott Lewis — 3-26-09
Signature of District Superintendent — Date

Dale Gray — 3-26-09
Signature of Chairperson, Board of Education — Date

Teacher Plan

Is training every other year sufficient to ensure that primary evaluators are prepared?

The plan doesn't seem to align growth plans to the district plan only the school plan. Also, the plan is no longer referred to as a "transformation" plan.

Can evaluatees only respond in writing to a summative evaluation or do they have the opportunity to respond in writing to a formative conference finding? (*The administrative plan mentions a* ***Formative Report*** *in which the evaluatee has the option to respond to each standard, but there doesn't seem to be a mention of it in the teacher's plan.*)

The process for the Supt. Evaluation is not noted.

Page 14, number 9 discusses the "Assistance Professional Growth Plan". Is it different from the "Intensive Assistance Professional Growth Plan"?

Appeals Process documentation should be available for both evaluator and evaluatee "reasonably in advance" of the hearing. The plan says they have a right to the documentation; the plan just doesn't give them any timeframe in which they can expect it.

On the forms side of the checklist, I haven't located in the form where KRS 156.557 Sec. 2 (a), (f), and (i) are addressed.

Administrator

The alignment of the administrative growth plan addresses assessment standards, EILA, or the district goals. It doesn't seem to address school goals.

The administrative plan mentions a Formative Report in which the evaluatee has the option to respond to each standard, but there doesn't seem to be a mention of it in the teacher's plan.

The teacher's plan defines "intensive assistance plan" whereas the administrative plan only mentions it in the narrative.

"Reasonably in advance" needs to be added to the appeals process

KRS 156.557 sec. 2 (a) as it refers to attendance and punctuality is not addresses.

Guidance Counselor

Training of evaluators every two years?

There is a mention of the "Intensive Assistance Plan" but no additional explanation as there is in the teacher plan.

"Reasonably in advance" in the appeals process

KRS 156.557 sec. 2 (a) as it refers to attendance and punctuality is not addresses.

KRS 156.557 sec. 2 (h) as it refers to demonstration of professional development

KRS 156.557 sec. 2 (i) as it refers to adherence to a professional code of ethics

IECE Teacher

Training of evaluators every two years?

The process for the Supt. Evaluation is not noted.

The plan doesn't seem to align growth plans to the district plan only the school plan. Also, the plan is no longer referred to as a "transformation" plan.

Can evaluatees only respond in writing to a summative evaluation or do they have the opportunity to respond in writing to a formative conference finding?

Page 14, number 9 discusses the "Assistance Professional Growth Plan". Is it different from the "Intensive Assistance Professional Growth Plan"?

On the forms side of the checklist, I haven't located in the form where KRS 156.557 Sec. 2 (a) and (f) are addressed.

Media Director

Page 23, demonstrator 3- The way it reads it seems to need a word after educational

As this plan reads, the Professional Growth Plan only aligns to the school goals.

The process for the Supt. Evaluation is not noted.

D Fairness and diversity are not addressed in the demonstrators.

H Demonstration of professional growth is not a demonstrator, only that they attend.

A Attendance and punctuality are not mentioned as demonstrators.

I Adherence to the code of ethics in not a demonstrator.

KRS 156.557 section	704 KAR 3:345 section	Page Number in District Plan where Evidenced* Teacher Forms	Administrator Forms	C. Teacher and Administrator Evaluation forms include:
	5 (1)		15-20	1. Specific descriptors or indicators that can be measured or observed and recorded
(2)			15-20	2. List of performance criteria for teachers and administrators:
(a)			~~15~~, ~~17~~	• Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results
(b)			~~15~~	• Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research…, or school management skills based on validated managerial practices
(c)			~~16~~, ~~20~~	• Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques
(d)			16, 20 ~~19~~	• Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences
(e)			~~18~~, ~~20~~	• Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others
(f)			18, 20 ~~15~~	• Performance of duties consistent with school, community goals and administrative regulations
(g)			~~16~~, 20	• Demonstration of use of resources, including technology
(h)			16 ?	• Demonstration of professional growth
(i)			~~19~~	• Adherence to the professional code of ethics
(j)			~~19~~	• Attainment of other established EPSB standards not included in above
(6)				**D. Appeals process that includes:**
	7 (1)		~~10~~-12	1. Right to a hearing
	7 (2)		11 ?	2. Opportunity to review all documentation submitted by both parties reasonably in advance
	7 (3)		~~11~~	3. Right to presence of chosen representative
	9		~~12~~	4. Opportunity to appeal to Kentucky Board of Education

***Section C** must also be completed for any evaluation forms used in addition to teacher forms or administrator forms. For example, if a specific form has been developed for use when evaluating media specialists, you must indicate the page number of the media specialist's evaluation form on which required components are evidenced.

KRS 156.557 section	704 KAR 3:345 section	Page Number in District Plan where Evidenced* Teacher Forms	Administrator Forms	C. Teacher and Administrator Evaluation forms include:
	5 (1)	21-30		1. Specific descriptors or indicators that can be measured or observed and recorded
(2)		21-30		2. List of performance criteria for teachers and administrators:
(a)		27, 29		• Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results
(b)		~~22~~, ~~24~~, ~~25~~, 27, 29		• Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research…, or school management skills based on validated managerial practices
(c)		~~21~~, ~~22~~, 24, 29		• Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques
(d)		21, 22, 24, 29 ~~23~~		• Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences
(e)		22-24, ~~28~~, 29		• Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others
(f)		28-29		• Performance of duties consistent with school, community goals and administrative regulations
(g)		21, ~~22~~, 24, 26		• Demonstration of use of resources, including technology
(h)		~~20~~-30		• Demonstration of professional growth
(i)		23, 24		• Adherence to the professional code of ethics
(j)		24, ~~30~~		• Attainment of other established EPSB standards not included in above
(6)				**D. Appeals process that includes:**
	7 (1)	10-12 ✓		1. Right to a hearing
	7 (2)	11	?	2. Opportunity to review all documentation submitted by both parties reasonably in advance
	7 (3)	11 ✓		3. Right to presence of chosen representative
	9	12 ✓		4. Opportunity to appeal to Kentucky Board of Education

***Section C** must also be completed for any evaluation forms used in addition to teacher forms or administrator forms. For example, if a specific form has been developed for use when evaluating media specialists, you must indicate the page number of the media specialist's evaluation form on which required components are evidenced.

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	5 (1)	21-30		1. Specific descriptors or indicators that can be measured or observed and recorded
(2)		21-30		2. List of performance criteria for teachers and administrators:
(a)		27, 29 ?	no	• Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results
(b)		22, 24, 25, 27, 29 ✓		• Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research…, or school management skills based on validated managerial practices
(c)		21, 22, 24, 29 ✓		• Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques
(d)		21, 22, 24, 29 ✓		• Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences
(e)		22-24, 28, 29 ✓		• Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others
(f)		28-29 ?	no	• Performance of duties consistent with school, community goals and administrative regulations
(g)		21, 22, 24, 26 ✓		• Demonstration of use of resources, including technology
(h)		27, 30 ✓		• Demonstration of professional growth
(i)		23, 24 ✓		• Adherence to the professional code of ethics
(j)		24, 30		• Attainment of other established EPSB standards not included in above
(6)				**D. Appeals process that includes:**
	7 (1)	10-12 ✓		1. Right to a hearing
	7 (2)	11 ✓		2. Opportunity to review all documentation submitted by both parties reasonably in advance
	7 (3)	11 ✓		3. Right to presence of chosen representative
	9	12 ✓		4. Opportunity to appeal to Kentucky Board of Education

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(2)		21-30		2. List of performance criteria for teachers and administrators:
(a)		27, 29		• Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results
(b)		22, 24, 25, 27, 29		• Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research..., or school management skills based on validated managerial practices
(c)		21, 22, 24, 29		• Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques
(d)		21, 22, 24, 29		• Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences
(e)		22-24, 28, 29		• Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others
(f)		28-29		• Performance of duties consistent with school, community goals and administrative regulations
(g)		21, 22, 24, 26	(4)(n)	• Demonstration of use of resources, including technology
(h)		27-30		• Demonstration of professional growth
(i)		23, 24		• Adherence to the professional code of ethics
(j)		24, 30		• Attainment of other established EPSB standards not included in above
(6)				**D. Appeals process that includes:**
	7 (1)	10-12		1. Right to a hearing
	7 (2)	11		2. Opportunity to review all documentation submitted by both parties reasonably in advance
	7 (3)	11		3. Right to presence of chosen representative
	9	12		4. Opportunity to appeal to Kentucky Board of Education

***Section C** must also be completed for any evaluation forms used in addition to teacher forms or administrator forms. For example, if a specific form has been developed for use when evaluating media specialists, you must indicate the page number of the media specialist's evaluation form on which required components are evidenced.

KRS 156.557 section	704 KAR 3:345 section	Page Number in District Plan where Evidenced* Teacher Forms	Administrator Forms	C. Teacher and Administrator Evaluation forms include:
	5 (1)		15, 20	1. Specific descriptors or indicators that can be measured or observed and recorded
(2)			15, 20	2. List of performance criteria for teachers and administrators:
(a)			15, 17	• Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results
(b)			15	• Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research…, or school management skills based on validated managerial practices
(c)			16, 20	• Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques
(d)			16, 20	• Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences
(e)			18, 20	• Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others
(f)			18, 20	• Performance of duties consistent with school, community goals and administrative regulations
(g)			16, 20	• Demonstration of use of resources, including technology
(h)			16 Can't find	• Demonstration of professional growth
(i)			19 Can't find	• Adherence to the professional code of ethics
(j)			19	• Attainment of other established EPSB standards not included in above
(6)				**D. Appeals process that includes:**
	7 (1)		10-12 ✓	1. Right to a hearing
	7 (2)		11	2. Opportunity to review all documentation submitted by both parties reasonably in advance
	7 (3)		11 ✓	3. Right to presence of chosen representative
	9		12 ✓	4. Opportunity to appeal to Kentucky Board of Education

***Section C** must also be completed for any evaluation forms used in addition to teacher forms or administrator forms. For example, if a specific form has been developed for use when evaluating media specialists, you must indicate the page number of the media specialist's evaluation form on which required components are evidenced.

District: Hancock County Schools Evaluation Contact Person: Ann L. Evans, Ed.D. Date of Review: May 2009

Certified Personnel Evaluation Plan Checklist
Indicators taken from KRS 156.557 and 704 KAR 3:345

KRS 156.557 Section	704 KAR 3:345 Section	Page Number in District Plan where Evidenced	ADMINISTRATOR EVALUATION
			A. Plan developed by evaluation committee:
(3) (c) 1	4 (1)	1	1. Equal number of teachers and administrators
	3	Cover	2. Approved by local board of education
			B. Plan provides for:
	6	2	1. Designated contact person
	6(2)a	3	2. District trains primary evaluators in the local evaluation process.
	5 (2)	5, 13	3. Explanation to and discussion with all certified personnel "no later than the end of the first month of reporting for employment for each school year"
	5 (3)	4, 7, 15-21	4. Performance standards with indicators for major job categories
(3) (b)	4 (2)	5-9	5. Formative and summative processes
(3) (c) 2	4 (2) (a)	7	6. Immediate supervisor designated primary evaluator
(3) (c) 2	4 (2) (a)	7	7. Third party observer process
(3) (c) 3	4 (2) (b)	7	8. Observations conducted openly
	4 (2) (c)	6, 9	9. Alignment of growth plans with school/district improvement plans
	4 (2) (c)	8, 9	10. Annual review of growth plans
	4 (2) (d)	6, 9	11. Provisions for Superintendent's professional growth pursuant to KRS 156.111
	4 (2) (e)	5, 1	12. Conference within one week of observation
	4 (2) (e)	6, 8	13. Summative conference includes all evaluation data
	4 (2) (f)	7	14. Annual evaluations with multiple observations for non-tenured certified personnel
	4 (2) (g)	7, 8 on Teacher Eval	15. Multiple observations for tenured teachers when observation is unsatisfactory
	4 (2) (h)	6, 17 on Teacher Eval	16. Summative evaluations for tenured teachers minimum of once every three years
	4 (2) (i)	3, 5, 6	17. Summative evaluations for administrators annually
	4 (2) (j)	7, 8	18. Evaluations (except Supt.) on approved forms to become part of official personnel file
	4 (2) (l)	8	19. Opportunity for written response/become part of official file
	4 (2)(m)	7, 8	20. Copy of evaluation provided to evaluatee
(3) (c) 5		8-9	21. Corrective action process

HANCOCK COUNTY SCHOOLS

ADMINISTRATOR

Assistant Superintendent of Instruction
Director of Student Services
Principal
Assistant Principal
Special Education Coordinator
School Psychologist

PROFESSIONAL GROWTH

ASSESSMENT

SYSTEM

HANCOCK COUNTY BOARD OF EDUCATION

APPROVED	JUNE 24, 1997
REVISED	MAY 24, 2001
REVISED	MARCH 26, 2009

DESIGNATED CONTACT PERSON

Dr. Ann L. Evans
Assistant Superintendent of Instruction
Hancock County Board of Education
83 State Route 271 North
Hawesville, KY 42348

(270) 927-6914

PURPOSE

The purpose of the assessment system shall be to improve instruction, foster professional growth, provide a measure of performance accountability to citizens, provide encouragement and incentive for employees to improve performance, support individual personnel decisions, and give credit to administrators for exceptional performance.

ADMINISTRATOR PERFORMANCE STANDARDS

The performance standards adopted for the Hancock County Administrative Assessment System are consistent with current research and best practices with regard to effective administering. They are also reflective of the student performance standards set by the state. They are organized and defined as stand alone standards so each one can be addressed in the assessment and professional growth processes independent of and/or combined with other standards.

An education leader promotes the success of every student by:

Standard I: facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders;

Standard II: advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

Standard III: ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment;

Standard IV: collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;

Standard V: acting with integrity, fairness, and in an ethical manner;

Standard VI: understanding, responding to, and influencing the political, social, economic, legal, and cultural context; and

Standard VII: demonstrating professionalism.

The results of the Formative Conference(s) will be considered by the assessor in completing the summative report.

C. Summative Assessment - A stage of the system which leads to a summary of all assessment results gathered during the total assessment cycle. It marks the end of the cycle and requires a report of the status of the administrator on all performance criteria and a plan for improvement.

- Summative Report - The assessor will complete a report rating the administrator on all performance standards, with appropriate written statements to help clarify the performance of the administrator. The report will be shared with the administrator at a Summative Conference where both parties shall retain a copy.
- Summative Conference - Administrator and assessor will meet to discuss the performance of the administrator during the total assessment cycle. Both strengths and needs for improvement will be discussed.
- A Professional Growth Plan for improving the performance of the administrator during the next assessment cycle will be discussed. If there is some question about the future employment of the administrator based on the assessment results, it will also be discussed during the conference.

D. Professional Growth Plans - A written plan for improvement of knowledge and/or skills desired by the administrator to demonstrate a higher level of effectiveness. It will assist the administrator in taking steps to improve and give direction to the assessor for providing assistance to the administrator during the new assessment cycle. The assessment results and the Growth Plan will be used as the basis for the next Planning Session. The Growth Plan may address the core competencies of the Effective Instructional Leadership Act or the goals of the Comprehensive District Improvement Plan.

PROCEDURES

Assessment Cycle - The Hancock County Administrator Assessment System is individualized in that each administrator is assessed independently of all other administrators, including a plan for improvement.

The cycle begins with a Planning Conference and ends with a Summative Conference. The length of the cycle for all school administrators is one year.

Administrator - The following certified employees will be assessed using this Assessment System.

- Assistant Superintendent of Instruction
- Assistant Superintendent of Student Services
- Principal
- Assistant Principal
- Special Education Coordinator
- Psychologist

Note: The superintendent shall be assessed annually in accordance with an assessment system developed and approved by the board. The system will provide for professional growth pursuant to KRS 156.111.

improvement. The assessor observes the assessee to determine effectiveness. Demonstrators serve, in part, as evidence that the standards have been met.

The assessor then summarizes the evidence and rates the assessee on a descriptive scale that ranges from not satisfactory to effective performance. To reduce the amount of subjectivity and to match the summary with the evidence, each performance standard has a separate scale and each point on the scale is defined.

Also, space is provided for written responses as an optional means to further explain the performance of the assessee and/or the rating. Regarding Formative Reports, the assessor uses the same performance standards and demonstrators, but summarizes the results on a separate form.

Formative Report - The assessee will be provided a written report each time a Formative Conference is held and a copy will be filed in the administrator's assessment file. The report will include a summary of the most significant, effective behaviors observed and suggestions for improvement. Improvements can range from expanding skills (stretching) to adding those that are very basic to effective performance. The performance standards and demonstrators used in the summative report will also be used for the Formative Report. The report form provides for identifying each performance standard. The report will serve as a guide for the conference but will not necessarily include all of the details discussed with the assessee. The suggestions for improvement will consist of strategies that are to be practiced by the assessee and will become the primary focus of a follow-up observation(s). The assessee shall be provided a copy of the Formative Report which shall be signed and dated by both the administrator and assessor and a copy placed in the administrator's personal file. The signatures and dates verify that each party had an opportunity to study the report and to discuss its contents in a conference. The signature of the assessee does not mean that he/she agrees with the assessment results or the suggestions.

Summative Assessment Reports - A summative report will be completed at the end of each assessment cycle. Each performance standard is evaluated independently of all others. Since each standard has a separate set of demonstrators and rating scale, the results of the summative report are used as a basis for a Growth Plan. The administrator will be provided an opportunity to react to the total summative report in an assessment comment section. Comments are not required. They may consist of additional statements and/or agreements or disagreements with results of the assessment. Administrators who choose to conduct a self-assessment in preparation for the Summative Conference using the summative report will be encouraged.

The summative assessment component of the system requires a summary of all assessment results (formative data) gathered during the total assessment cycle. The assessor shall complete the "Hancock County Professional Growth Formative/Summative Assessment Instrument" for administrators by checking "E" or Exceeds Standard, "M" for Meets Standard, "P" for Partially Meets Standard, or "N" for Not Met Standard for each standard. An administrator must be checked "Exceeds Standard", "Meets Standard" or "Partially Meets Standard" on all standards in order to be recommended for continued employment without an "Intensive Assistance Plan. The assessor must also complete the "Hancock County Administrator Assessment Summative Report."

The administrator shall be provided a copy of the summative report which shall be signed and dated by both the administrator and assessor at which time copies will be retained by both parties and filed in the administrator's assessment file. The signatures verify that each party had an opportunity to study the report and to discuss its contents in a conference. The signature of the administrator does not mean that he/she agrees with the assessment results or the suggestions. The Summative Assessment must be completed for administrator's by June 20.

ASSESSMENT APPEALS

Appeals Procedures - If for any reason, the administrator is dissatisfied with the final assessment results, he/she may submit to the assessor, Superintendent and the appeals committee a written response to the report, a copy of which will become a part of the administrator's personnel file. The purpose of the Appeals Panel Hearing is to review the summative assessment of the employee. In order to appeal a summative assessment, an administrator shall make a written request for a hearing to the appeals panel using the "Appeals Panel Hearing Request Form" within **ten (10)** working days of the receipt of the summative assessment report in an assessment conference. A copy will become a part of the administrator's personnel file. A copy of the request form must be submitted to the appeals panel, the assessor and the Superintendent and must include a justification for such a request. By signing the request form, the administrator is granting permission for members of the Appeals Panel to review all of his/her assessment data gathered/developed during the current assessment cycle.

Appeals Panel - If the administrator feels he/she has received an unfair summative assessment, he/she may appeal to a panel formed for that purpose. The panel is comprised of three members, two of whom are elected by the certified school employees and one by the Hancock County Board of Education. Only certified school employees of the Hancock County Board of Education are eligible to serve on the panel. Members are elected/appointed for a two-year term and may be re-elected/appointed for two consecutive terms. The term begins July 1 of the first year and ends June 30 of the second year.

Each school shall nominate one certified person. The names of the staff members nominated shall be submitted to the Superintendent by May 10th.

The Superintendent or his/her designee will prepare a ballot of eligible certified staff members nominated. Ballots will be distributed to each certified employee. Voting will be completed within one week and ballots will be returned to the Principal's Office. Principals will deliver the ballots to the Superintendent or his/her designee. The ballots will be counted by the president of the education association and the Superintendent or designee. Members shall serve two (2) year terms and may be re-elected/appointed for two (2) consecutive terms.

The two certified employees receiving the highest number of votes shall be panel members and the employee ranking third place in the voting shall be alternate. The Board shall appoint one certified employee to the panel at the regular meeting of the Board in June.

The appeals panel shall annually select a chairperson from the panel members who shall be responsible for scheduling and facilitating the activities of the panel and for communicating on behalf of the panel to all parties involved in any appeal. Meetings of the Appeal Panel will be called by the chairman as needed. Detailed minutes of the panel meetings shall be recorded and made a part of the panel's recommendation(s).

Appeals Process - To appeal an assessment the administrator must make a written request for a hearing to the appeal panel within ten (10) working days of the receipt of the summative assessment. A copy of the request must be submitted to the assessor and Superintendent and must include a justification for such a request.

State Appeals Process - 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.

The appeal procedures shall be as follows:

- 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.

- 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.

- A brief, written statement, and other documents which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

- A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

- A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

HANCOCK COUNTY SCHOOLS

ADMINISTRATOR

Assistant Superintendent of Instruction
Director of Student Services
Principal
Assistant Principal
Special Education Coordinator
School Psychologist

PROFESSIONAL GROWTH

INSTRUMENT

HANCOCK COUNTY BOARD OF EDUCATION

APPROVED	JUNE 24, 1997
REVISED	MAY 24, 2001
REVISED	MARCH 26, 2009

STANDARD II

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.

E M P N

PC

Performance Demonstrators:	SC				S			
	E	M	P	N	E	M	P	N
___ 1. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.								
___ 2. Create a comprehensive, rigorous, and coherent curricular program.								
___ 3. Create a personalized and motivating learning environment for students.								
___ 4. Supervise instruction.								
___ 5. Develop assessment and accountability systems to monitor student progress.								
___ 6. Develop the instructional and leadership capacity of staff.								
___ 7. Maximize time spent on quality instruction.								
___ 8. Promote the use of the most effective and appropriate technologies to support teaching and learning.								
___ 9. Monitor and evaluate the impact of the instructional program.								

Formative Observation 1

Assessor Comments:

Teacher Comments:

Formative Observation 2

Assessor Comments:

Teacher Comments:

Formative Observation 3

Assessor Comments:

Teacher Comments:

E – Exceeds Standard **M – Meets Standard** **P – Partially Meets Standard** **N - Not Met Standard**

STANDARD IV

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.

E M P N

PC

Performance Demonstrators:	SC				S			
	E	M	P	N	E	M	P	N
___ 1. Collect and analyze data and information pertinent to the educational environment.								
___ 2. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.								
___ 3. Build and sustain positive relationships with families and caregivers.								
___ 4. Build and sustain productive relationships with community partners.								

Formative Observation 1

Assessor Comments:

Teacher Comments:

Formative Observation 2

Assessor Comments:

Teacher Comments:

Formative Observation 3

Assessor Comments:

Teacher Comments:

E – Exceeds Standard **M – Meets Standard** **P – Partially Meets Standard** **N - Not Met Standard**

STANDARD VI

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

E M P N

PC

Performance Demonstrators:	SC				S			
	E	M	P	N	E	M	P	N
___ 1. Advocate for children, families, and caregivers.								
___ 2. Act to influence local, district, state, and national decisions affecting student learning.								
___ 3. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.								

Formative Observation 1

Assessor Comments:

Teacher Comments:

Formative Observation 2

Assessor Comments:

Teacher Comments:

Formative Observation 3

Assessor Comments:

Teacher Comments:

E – Exceeds Standard **M – Meets Standard** **P – Partially Meets Standard** **N - Not Met Standard**

PREFORMAL-OBSERVATION INSTRUMENT
(Administrator should complete before a formal observation.)

_____	_____	_____
Administrator	Date Pre-Conference	School
_____	_____	_____
Subject Area	Period/Time	Grade/Level

Total # of Students in class _____

1. Professional Growth Standard(s) to be observed:_____
_____
_____
_____

2. List any specific administrative behaviors you would like monitored.
_____
_____
_____
_____

3. Is this experience
_____ review or
_____ new learning?

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

_____ _____
Administrator's Signature Date Assessor's Signature Date

ADMINISTRATOR FORMATIVE REPORT

Administrator: _____ **Assessor:** _____

Date Observed: _____ **Report No.:** _____

Instructions: The performance standards and demonstrators reviewed are noted on the Hancock County Formative/Summative Administrator Assessment Instrument in the appropriate Formative Observation columns.

Effective Behaviors:
Improvements Suggested (Stretching Skills Included):

Administrator's Comments:

I am knowledgeable about the content of this report and have had an opportunity to discuss it in a conference with my immediate supervisor. I have received a copy.

_____ _____
Administrator's Signature Date

_____ _____
Assessor's Signature Date

HANCOCK COUNTY ADMINISTRATOR PROFESSIONAL GROWTH PLAN

Administrator: _____ School: _____

Grade/Subject: _____ Beginning Date: _____

Assessor: _____ Ending Date: _____

Circle: Enrichment or Intensive Assistance

Growth Outcome(s) Desired Present Stage of Development: Awareness _____ Preparation _____ Implementation _____ Refinement _____	
Activities (use back of page for additional activities)	
Administrator's Comments:	Assessor's Comments:
Method(s) of Evaluating Outcome(s)	Support from assessor and Others

_____ _____
Signature of Administrator Date

_____ _____
Signature of Assessor Date

This plan must be reviewed/revised annually for all administrators.

_____ Date _____ _____ _____
Signature of Administrator revised reviewed achieved

_____ Date _____ _____ _____
Signature of Assessor revised reviewed achieved

PERSONNEL

- Certified Personnel –

Job Description

Title: Assistant Superintendent for Curriculum and Instruction

Qualifications:

1. Kentucky State Certification for School Superintendent / Supervisor of Instruction
2. Has at least five years of successful teaching and/or administrative experience
3. Proven ability to communicate and work effectively with students, parents, faculty, and community
4. Meets or is working toward meeting the state or national standards on the evaluation plan for this position
5. Other qualifications as set by the Superintendent and the Board of Education

Reports To: Superintendent

Job Summary: He/she shall serve as an assistant superintendent and represent the Superintendent on matters pertinent to district personnel, curriculum, instruction, assessment, teaching, planning and public relations.

Performance Responsibilities:

1. Assist the Superintendent in the development of personnel policies, curriculum policies, instruction policies, assessment policies, technology planning and public relations policies.
2. Prepare required reports for personnel, curriculum, instruction, technology and assessment.
3. Coordinate the personnel program.
4. Supervise district meeting class size and certification requirements.
5. Assist the Superintendent in preparing for board and administrative meetings.
6. Conduct orientation sessions for certified personnel, substitute teachers and paraprofessional aides.
7. Coordinate the public relations program and interprets school programs to the community.
8. Assist in creating a smooth transition between pre-school, elementary, middle and high schools.
9. Coordinate the evaluation program.

PERSONNEL
----Certified Personnel---

Job Description

Title Director of Student Services

Qualifications

1. Holds a valid Kentucky Professional certificate for Director of Pupil Personnel (DPP)
2. Has at least five years of successful teaching and/or administrative experience
3. Has demonstrated ability to work effectively with students and adults
4. Meets or is working toward meeting the state or national standards on the evaluation plan for this position
5. Other qualifications as set by the Superintended and the Board of Education

Reports to Superintendent

Job Goal To assure that every student enrolled in the school district is able to take full advantage of his/her educational opportunities by providing attendance and transportation

Performance Responsibilities

1. Enforces the compulsory Attendance Laws of the Commonwealth of Kentucky
2. Maintains an accurate census of all children between the ages of five and eighteen living within the school district
3. Enforces the attendance rules and regulations of the Board
4. Compiles and maintains attendance and transportation records as mandated by the Commonwealth of Kentucky and the Board
5. Establishes necessary procedures for referral and cooperative planning with other "service to children" agencies, both local and state
6. Researches and makes studies of new practices and techniques for improving the performance and services rendered by the Division of Pupil Attendance
7. Attends Board meetings and prepares such reports for the Board as the Superintendent may require
8. Coordinates "At Risk" Program for potential drop-outs while working closely with the Guidance Counselor in the identification and counseling of potential drop-outs and identifying problems originating from broken homes, neglectful parents, economic conditions in low income families, mental illness of parent and/or child that affects attendance in school.
9. Serves as a member of the Management Team

PERSONNEL
----Certified Personnel---

Job Description

Performance Responsibilities
(continued)

26. Responsible for overseeing the district Workman's Compensation program and provide training required for employee safety on the job, such as blood- borne pathogen, hazardous materials and equipment training, etc.

27. Performs other duties consistent with the position assigned as may be requested by the Superintendent

I hereby certify that I have read and fully understand the job description above as presented to me by the Hancock County Board of Education:

Employee Signature	Date	Personnel Representative

Updated March 2009

PERSONNEL

— Certified Personnel—

Job Description (Continued)

Performance Responsibilities (Continued)

10. Coordinates the school effectiveness program including lesson plan monitoring and classroom observations of the teaching process.

11. Responsible for the planning, implementation and evaluation of the school-based in-service training program.

12. Responsible for the development and administration of the annual school-based budget.

13. Responsible for submitting the school's budgetary requests to the Superintendent.

14. Responsible for the scheduling of the school lunch program

15. Responsible for the coordination of the school extra-curriculum program.

16. Promotes a strong Parent Teacher Association that will serve as liaison between school and community.

17. Serves as a member of the Internship Committee.

18. Serves as a member of the Management Team.

19. Responsible for maintaining high standards of student conduct and enforcing discipline as set forth in the student code of conduct.

20. Responsible for remaining current in educational developments including: curriculum, personnel, state and federal law, State Board Policy and Administrative Regulations and local Board policy and administrative procedures.

21. Responsible for the maintenance and confidentiality of all student records within his/her school.

22. Serves as chairman of SBARC for special education program.

23. Performs other duties consistent with the position assigned as may be requested by the Superintendent.

I hereby certify that I have read and fully understand the job description above as presented to me by the Hancock County Board of Education.

Employee Signature _____ Date _____ Personnel Representative _____

Job Description (Continued)

Performance Responsibilities (Continued)

8. Supervises the guidance program.
9. Supervises the performance of substitute teachers
10. Responsible for the scheduling of classes within established guides to meet student needs.
11. Attends special events held to recognize student achievement, and attends school sponsored activities, functions, and athletic events.
12. Responsible for the coordination, supervision and evaluation of the school's extra-curricular programs with appropriate personnel.
13. Assists in the recruiting, selecting, training, and assigning of the school's staff.
14. Supervises the school's teaching process.
15. Responsible for developing the master teaching schedule and any special assignments.
16. Conducts meetings of the staff as necessary for the effective functioning of the school.
17. Assists in the in-service, orientation, and training of teachers, with special responsibility for staff administrative procedures and instructions.
18. Responsible for the supervision of the daily use of the school facilities for both academic and nonacademic purposes.
19. Supervises all activities and programs that are outgrowths of the school's curriculum.
20. Serves as an ex-officio member of all committees and councils within the school; and as a member of committees as directed by the Superintendent.
21. Serves as a member of the Internship Committee.
22. Serves as a member of the Management Team.
23. Establishes and maintains a positive relationship with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs; to interpret Board policies and administrative directives; and to discuss and resolve individual student problems.

Job Description (Continued)

Performance Responsibilities (Continued)

16. Participates in Principal's meetings, and other such meetings as are required or appropriate.

17. Responds to written and oral requests for information, and assumes responsibility for all official school correspondence and news releases.

18. Serves as chairman of SBARC for special education program.

19. Delegates authority to Administration and/or Board designated personnel to assume responsibility for the school in the absence of the principal.

20. Performs other assignments consistent with the position assigned by the Superintendent.

I hereby certify that I have read and fully understand the job description above as presented to me by the Hancock County Board of Education.

Employee Signature Date Personnel Representative

Job Description (Continued)

Performance Responsibilities (Continued)

7. Provides leadership for the school in regard to community input and parental participation.

8. Supervises the guidance program.

9. Supervises the performance of substitute teachers.

10. Is responsible for the scheduling of classes within established guides to meet student needs.

11. Attends special events held to recognize student achievement, and attends school-sponsored activities, functions, and athletic events in conjunction with other administrative staff

12. Responsible for the coordination and evaluation of the school's extra-curricular program with appropriate personnel.

13. Assists in the recruiting, screening, training, and assigning of the school's staff.

14. Is responsible for the master teaching schedule and any special assignments.

15. Conducts meetings of the staff as necessary for the proper functioning of the school.

16. Responsible for the in-service, orientation, and training of teachers, with special responsibility for staff administrative procedures and instructions.

17. Responsible for the supervision of the daily use of the school facilities for both academic and nonacademic purposes.

18. Responsible for the supervision of all activities and programs that are outgrowths of the school's curriculum.

19. Serves as an ex-officio member of all committees and councils within the school; and as a member of such committees and attends such meetings as directed by the Superintendent

20. Serves as a member of the Internship Committee.

21. Serves as a member of the Management Team.

22. Establishes and maintains favorable relationships with local community groups and individuals to: foster understanding and solicit support for overall school objectives and programs; to interpret board policies and administrative directives; to discuss and resolve individual student problems

PERSONNEL

-- Certified Personnel —

Job Description (Continued)

Performance Responsibilities (Continued)

15. Participates in Principal's meetings, and such other meetings as are required or appropriate.

16. Responds to written and oral requests for information, and assumes responsibility for all official school correspondence and news releases

17. Serves as chairman of SBARC for special education program.

18. Delegates authority to Administration and/or Board designated personnel to assume responsibility for the school in the absence of the Principal.

19. Performs other assignments consistent with the position assigned by the Superintendent

I hereby certify that I have read and fully understand the job description above as presented to me by the Hancock County Board of Education.

Employee Signature Date Personnel Representative

Updated March 2009

PERSONNEL

— Certified Personnel —

Job Description (Continued)

Assistant Principal

Performance Responsibilities ***(Continued)***

12. Promotes asset building.
13. Works with teachers and students to formulate school-based behavior intervention plans for at-risk students.
14. Coordinates the school-based mentoring program
15. Assists Principal in chairing ARC's.
16. Performs other duties consistent with the position assigned as may be requested by the Principal.

I hereby certify that I have read and fully understand the job description above as presented to me by the Hancock County Board of Education.

Employee Signature Date Personnel Representative

Updated March 2009

PERSONNEL

-- Certified Personnel —

Job Description (Continued)

Performance Responsibilities (Continued)

12. Assists the teacher in developing and maintaining complete and cumulative individual records of all children receiving special services or enrolled in special classes.

13. Arranges for transportation of all children placed in special classes.

14. Develops budget recommendations and provides expenditure control on established budgets for special education.

15. Keeps informed of the status of state financial aid for special education.

16. Interprets the objectives and programs of the special education services to the Board, the administration, the staff, and the public at large.

17. Establishes procedures for requisitioning, ordering, and paying for special education equipment and supplies.

18. Evaluates on an on-going basis, the total special education program, curriculum, procedures, and individual students' needs and achievements and recommends changes as needed.

19. Consults with parents of students enrolled in the program.

20. Participates in the development of IEP's for special education students in the various schools.

21. Assumes responsibility for own professional growth and development, for keeping current with the literature, new research findings, and improved techniques, and for attending appropriate professional meetings and conventions.

22. Coordinates child tracking program.

23. Administers an effective communication system between the director and all teachers.

24. Serves as Child Find/Special Child Project Coordinator.

25. Perform other duties consistent with the position assigned as may be requested by the Superintendent.

I hereby certify that I have read and fully understand the job description above as presented to me by the Hancock County Board of Education.

Employee Signature _____ Date _____ Personnel Representative _____

UPDATED MARCH 2009

PERSONNEL

-- Certified Personnel —

Job Description (Continued)

Performance Responsibilities

9. Plans and manages a program of psychological services including:
   a. pre-referral, referral and assessment services;
   b. early identification services;
   c. intervention and counseling for children;
   d. parent counseling and training; and
   e. program evaluation and applied educational research.

10. Participates in the development of IEP's for special education students in various schools and serves in admission and release committees for special education placement.

11. Responsible for making referrals to school supportive services and community agencies as appropriate.

12. Assumes responsibility for own professional growth and development; for keeping current with the literature, new research findings, and improved techniques, and for attending appropriate professional meetings and conventions.

13. Performs other duties consistent with the position assigned as may be requested by the Superintendent

I hereby certify that I have read and fully understand the job description above as presented to me by the Hancock County Board of Education.

Employee Signature Date Personnel Representative

Updated March 2009

KRS 156.557 section	704 KAR 3:345 section	Page Number in District Plan where Evidenced* Teacher Forms	Administrator Forms	C. Teacher and Administrator Evaluation forms include:
	5 (1)		15-23	1. Specific descriptors or indicators that can be measured or observed and recorded
(2)			15-23	2. List of performance criteria for teachers and administrators:
(a)			15, 17 IV, 18 VII, 19 VIII, 21 XII, 23	• Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results
(b)			15 I, 18 VI, 19 VIII, 20 XI, 21 XII	• Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research…, or school management skills based on validated managerial practices
(c)			16 II, 18 VI, 20 XI	• Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques
(d)			16II, 16 III, 17 IV, 19 IX, 20 XI, 23	• Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences
(e)			15 I, 16 II, 16 III, 17 IV, 17 V, 18	• Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others
(f)			18, 20 X, 23	• Performance of duties consistent with school, community goals and administrative regulations
(g)			16, 20, 22 XIII	• Demonstration of use of resources, including technology
(h)			16, 22 XIII, 23	• Demonstration of professional growth
(i)			15 I, 19, 23	• Adherence to the professional code of ethics
(j)			19, 22 XIII, 23	• Attainment of other established EPSB standards not included in above
(6)				**D. Appeals process that includes:**
	7 (1)		10-12	1. Right to a hearing
	7 (2)		11	2. Opportunity to review all documentation submitted by both parties reasonably in advance
	7 (3)		11	3. Right to presence of chosen representative
	9		12	4. Opportunity to appeal to Kentucky Board of Education

***Section C** must also be completed for any evaluation forms used in addition to teacher forms or administrator forms. For example, if a specific form has been developed for use when evaluating media specialists, you must indicate the page number of the media specialist's evaluation form on which required components are evidenced.

HANCOCK COUNTY SCHOOLS

Guidance Counselor

PROFESSIONAL GROWTH

ASSESSMENT

SYSTEM

HANCOCK COUNTY BOARD OF EDUCATION

APPROVED	JUNE 24, 1997
REVISED	MAY 24, 2001
REVISED	MARCH 26, 2009

DESIGNATED CONTACT PERSON

Dr. Ann L. Evans
Assistant Superintendent of Instruction
Hancock County Board of Education
83 State Route 271 N.
Hawesville, KY 42348

(270) 927-6914

PURPOSE

The purpose of the assessment system shall be to improve instruction, foster professional growth, provide a measure of performance accountability to citizens, provide encouragement and incentive for employees to improve performance, support individual personnel decisions, and give credit to Guidance Counselors for exceptional performance.

GUIDANCE COUNSELOR PERFORMANCE STANDARDS

The performance standards adopted for the Hancock County Guidance Counselor Assessment System are consistent with current research and best practices with regard to effective administering. They are also reflective of the student performance standards set by the state. They are organized and defined as stand alone standards so each one can be addressed in the assessment and professional growth processes independent of and/or combined with other standards.

The professional school counselor:

Standard I: plans, organizes and delivers the school counseling program;

Standard II: implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students;

Standard III: implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans;

Standard IV: provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills;

Standard V: provides system support through effective school counseling program management and support for other educational programs;

Standard VI: discusses the counseling department management system and the program action plans with the school administrator;

Standard VII: is responsible for establishing and convening an advisory council for the school counseling program;

Standard VIII: collects and analyzes data to guide program direction and emphasis;

Standard IX: monitors the students on a regular basis as they progress in school;

Standard X: uses time and calendars to implement an efficient program;

Standard XI: develops a results evaluation for the program;

Standard XII: conducts a yearly program audit;

Standard XIII: is a student advocate, leader, collaborator and a systems change agent; and

Standard XIV: demonstrates professionalism.

The results of the Formative Conference(s) will be considered by the assessor in completing the summative report.

C. Summative Assessment - A stage of the system which leads to a summary of all assessment results gathered during the total assessment cycle. It marks the end of the cycle and requires a report of the status of the Guidance Counselor on all performance criteria and a plan for improvement.

- Summative Report - The assessor will complete a report rating the Guidance Counselor on all performance standards, with appropriate written statements to help clarify the performance of the Guidance Counselor. The report will be shared with the Guidance Counselor at a Summative Conference where both parties shall retain a copy.
- Summative Conference - Guidance Counselor and assessor will meet to discuss the performance of the Guidance Counselor during the total assessment cycle. Both strengths and needs for improvement will be discussed.
- A Professional Growth Plan for improving the performance of the Guidance Counselor during the next assessment cycle will be discussed. If there is some question about the future employment of the Guidance Counselor based on the assessment results, it will also be discussed during the conference.

D. Professional Growth Plans - A written plan for improvement of knowledge and/or skills desired by the Guidance Counselor to demonstrate a higher level of effectiveness. It will assist the Guidance Counselor in taking steps to improve and give direction to the assessor for providing assistance to the counselor during the new assessment cycle. The assessment results and the Growth Plan will be used as the basis for the next Planning Session. The Growth Plan may address the core competencies of the Effective Instructional Leadership Act or the goals of the Comprehensive District Improvement Plan.

PROCEDURES

Assessment Cycle - The Hancock County Guidance Counselor Assessment System is individualized in that each Guidance Counselor is assessed independently of all other Guidance Counselors, including a plan for improvement.

The cycle begins with a Planning Conference and ends with a Summative Conference. The length of the cycle for all school Guidance Counselors is one year.

Assessor - Each principal shall assess all guidance counselors assigned to his/her respective school.

Formative Conference - Each Guidance Counselor will be openly observed at least one (1) time throughout the assessment cycle. Non-tenured certified personnel will receive multiple open observations during annual evaluations. If requested by the Guidance Counselor, observations by another Counselor shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A Guidance Counselor 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 Guidance

Formative Report - The assessee will be provided a written report each time a Formative Conference is held and a copy will be filed in the Guidance Counselor's assessment file. The report will include a summary of the most significant, effective behaviors observed and suggestions for improvement. Improvements can range from expanding skills (stretching) to adding those that are very basic to effective performance. The performance standards and demonstrators used in the summative report will also be used for the Formative Report. The report form provides for identifying each performance standard. The report will serve as a guide for the conference but will not necessarily include all of the details discussed with the assessee. The suggestions for improvement will consist of strategies that are to be practiced by the assessee and will become the primary focus of a follow-up observation(s). The assessee shall be provided a copy of the Formal Report which shall be signed and dated by both the Guidance Counselor and assessor and a copy placed in the employee's personal file. The signatures and dates verify that each party had an opportunity to study the report and to discuss its contents in a conference. The signature of the assessee does not mean that he/she agrees with the assessment results or the suggestions.

Summative Assessment Reports - A summative report will be completed at the end of each assessment cycle. Each performance standard is evaluated independently of all others. Since each standard has a separate set of demonstrators and rating scale, the results of the summative report are used as a basis for a Growth Plan. The Guidance Counselor will be provided an opportunity to react to the total summative report in an assessment comment section. Comments are not required. They may consist of additional statements and/or agreements or disagreements with results of the assessment. Guidance Counselors who choose to conduct a self-assessment in preparation for the Summative Conference using the summative report will be encouraged.

The summative assessment component of the system requires a summary of all assessment results (formative data) gathered during the total assessment cycle. The assessor shall complete the "Hancock County Professional Growth Formative/Summative Assessment Instrument" for Guidance Counselors by checking "E" or Exceeds Standard, "M" for Meets Standard, "P" for Partially Meets Standard, or "N" for Not Met Standard for each standard. A Guidance Counselor must be checked "Exceeds Standard", "Meets Standard" or "Partially Meets Standard" on all standards in order to be recommended for continued employment without an "Intensive Assistance Plan." The assessor must also complete the "Hancock County Guidance Counselor Assessment Summative Report."

The Guidance Counselor shall be provided a copy of the summative report which shall be signed and dated by both the Guidance Counselor and assessor at which time copies will be retained by both parties and filed in the Guidance Counselor's assessment file. The signatures verify that each party had an opportunity to study the report and to discuss its contents in a conference. The signature of the Guidance Counselor does not mean that he/she agrees with the assessment results or the suggestions. The Summative Assessment must be completed for Guidance Counselor's by June 20.

Professional Growth Plans - A professional growth plan is a written plan for improvement of knowledge and/or skills needed or desired by the counselor to demonstrate a high level of proficiency. The plan will guide the improvement addressed during the formative stage of the system. It will assist the counselor in taking steps to improve and give direction to the assessor for providing assistance to the counselor during the new assessment cycle. The professional growth plan for all counselors shall be reviewed/revised annually. The plan is aligned with specific goals/objectives of the Comprehensive District Improvement Plan 204 KAR 3:345 Section 1:14.

"Enrichment" Plan - Any Guidance Counselor, who did not have a standard checked "Not Met Standard", and their assessor shall jointly develop the "Professional Growth Plan" which shall be reviewed/revised annually for all counselors. The plan shall be checked "Enrichment" and shall have

ASSESSMENT APPEALS

Appeals Procedures - If for any reason, the Guidance Counselor is dissatisfied with the final assessment results, he/she may submit to the assessor, superintendent and the appeals committee a written response to the report, a copy of which will become a part of the Guidance Counselor's personnel file. The purpose of the Appeals Panel Hearing is to review the summative assessment of the employee. In order to appeal a summative assessment, a Guidance Counselor shall make a written request for a hearing to the appeals panel using the "Appeals Panel Hearing Request Form" within **ten (10)** working days of the receipt of the summative assessment report in an assessment conference. A copy will become a part of the Guidance Counselor's personnel file. A copy of the request form must be submitted to the appeals panel, the assessor and the superintendent and must include a justification for such a request. By signing the request form, the Guidance Counselor is granting permission for members of the Appeals Panel to review all of his/her assessment data gathered/developed during the current assessment cycle.

Appeals Panel - If the Guidance Counselor feels he/she has received an unfair summative assessment, he/she may appeal to a panel formed for that purpose. The panel is comprised of three members, two of whom are elected by the certified school employees and one by the Hancock County Board of Education. Only certified school employees of the Hancock County Board of Education are eligible to serve on the panel. Members are elected/appointed for a two-year term and may be re-elected/appointed for two consecutive terms. The term begins July 1 of the first year and ends June 30 of the second year.

Each school shall nominate one certified person. The names of the staff members nominated shall be submitted to the Superintendent by May 10th.

The Superintendent or his/her designee will prepare a ballot of eligible certified staff members nominated. Ballots will be distributed to each certified employee. Voting will be completed within one week and ballots will be returned to the Principal's Office. Principals will deliver the ballots to the Superintendent or his/her designee. The ballots will be counted by the president of the education association and the Superintendent or designee. Members shall serve two (2) year terms and may be re-elected/appointed for two (2) consecutive terms.

The two certified employees receiving the highest number of votes shall be panel members and the employee ranking third place in the voting shall be alternate. The Board shall appoint one certified employee to the panel at the regular meeting of the Board in June.

The appeals panel shall annually select a chairperson from the panel members who shall be responsible for scheduling and facilitating the activities of the panel and for communicating on behalf of the panel to all parties involved in any appeal. Meetings of the Appeal Panel will be called by the chairman as needed. Detailed minutes of the panel meetings shall be recorded and made a part of the panel's recommendation(s).

Appeals Process - To appeal an assessment the Guidance Counselor must make a written request for a hearing to the appeal panel within ten (10) working days of the receipt of the summative assessment. A copy of the request must be submitted to the assessor and superintendent and must include a justification for such a request.

The second assessment shall be reported to the superintendent, who shall make all final decisions about the status of the Guidance Counselor.

State Appeals Process - 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.

The appeal procedures shall be as follows:

- 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.

- 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.

- A brief, written statement, and other documents which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

- A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

- A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

HANCOCK COUNTY SCHOOLS

GUIDANCE COUNSELOR

PROFESSIONAL GROWTH

INSTRUMENT

HANCOCK COUNTY BOARD OF EDUCATION

APPROVED	JUNE 24, 1997
REVISED	MAY 24, 2001
REVISED	MARCH 26, 2009

STANDARD II **SCHOOL GUIDANCE CURRICULUM**

Standard Statement: The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.

☐ E ☐ M ☐ P ☐ N

PC

PERFORMANCE DEMONSTRATORS:	SC E	SC M	SC P	SC N	S E	S M	S P	S N
___ 1. The professional school counselor teaches school guidance units effectively.								
___ 2. The professional school counselor develops materials and instructional strategies to meet student needs and school goals.								
___ 3. The professional school counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum.								

Formative Observation 1

Assessor Comments:

Teacher Comments:

Formative Observation 2

Assessor Comments:

Teacher Comments:

Formative Observation 3

Assessor Comments:

Teacher Comments:

STANDARD III **IMPLEMENTING INDIVIDUAL PLANNING COMPONENT**

Standard Statement III: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.

☐ E ☐ M ☐ P ☐ N

PC

PERFORMANCE DEMONSTRATORS:	SC E	SC M	SC P	SC N	S E	S M	S P	S N
___ 1. The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.								
___ 2. The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.								

Formative Observation 1

Assessor Comments:

Teacher Comments:

Formative Observation 2

Assessor Comments:

Teacher Comments:

Formative Observation 3

Assessor Comments:

Teacher Comments:

E – Exceeds Standard **M – Meets Standard** **P – Partially Meets Standard** **N - Not Met Standard**

STANDARD VI — COORDINATES WITH SCHOOL ADMINISTRATORS

Standard Statement VI: The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.

☐ E ☐ M ☐ P ☐ N

PC	SC				S			
PERFORMANCE DEMONSTRATORS:	E	M	P	N	E	M	P	N
___ 1. The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement.								
___ 2. The professional school counselor discusses the program results anticipated when implementing the action plans for the school year.								

Formative Observation 1

Assessor Comments:

Teacher Comments:

Formative Observation 2

Assessor Comments:

Teacher Comments:

Formative Observation 3

Assessor Comments:

Teacher Comments:

STANDARD VII — GUIDANCE PROGRAM ADVISORY COUNCIL

Standard Statement VII: The professional school counselor is responsible for establishing and convening an advisory council for the school counseling program.

☐ E ☐ M ☐ P ☐ N

PC	SC				S			
PERFORMANCE DEMONSTRATORS:	E	M	P	N	E	M	P	N
___ 1. The professional school counselor meets with the advisory committee.								
___ 2. The professional school counselor reviews the school counseling program audit with the council.								
___ 3. The professional school counselor records meeting information.								

Formative Observation 1

Assessor Comments:

Teacher Comments:

Formative Observation 2

Assessor Comments:

Teacher Comments:

Formative Observation 3

Assessor Comments:

Teacher Comments:

E – Exceeds Standard **M – Meets Standard** **P – Partially Meets Standard** **N - Not Met Standard**

STANDARD X — EFFICIENCY

Standard Statement X: The professional school counselor uses time and calendars to implement an efficient program.

☐ E ☐ M ☐ P ☐ N

PC

PERFORMANCE DEMONSTRATORS:	SC E	SC M	SC P	SC N	S E	S M	S P	S N
___ 1. The professional school counselor uses a master calendar to plan activities throughout the year.								
___ 2. The professional school counselor distributes the master calendar to parents or guardians, staff and students.								
___ 3. The professional school counselor posts a weekly or monthly calendar.								
___ 4. The professional school counselor analyzes time spent providing direct service to students.								

Formative Observation 1

Assessor Comments:

Teacher Comments:

Formative Observation 2

Assessor Comments:

Teacher Comments:

Formative Observation 3

Assessor Comments:

Teacher Comments:

STANDARD XI — PROGRAM EVALUATION

Standard Statement XI: The professional school counselor develops a results evaluation for the program.

☐ E ☐ M ☐ P ☐ N

PC

PERFORMANCE DEMONSTRATORS:	SC E	SC M	SC P	SC N	S E	S M	S P	S N
___ 1. The professional school counselor measures results attained from school guidance curriculum and closing the gap activities.								
___ 2. The professional school counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.								
___ 3. The professional school counselor knows how to collect process, perception and results data.								

Formative Observation 1

Assessor Comments:

Teacher Comments:

Formative Observation 2

Assessor Comments:

Teacher Comments:

Formative Observation 3

Assessor Comments:

Teacher Comments:

E – Exceeds Standard **M – Meets Standard** **P – Partially Meets Standard** **N - Not Met Standard**

STANDARD XIII STUDENT ADVOCATE, LEADER, COLLABORATOR & SYSTEMS CHANGE AGENT

Standard Statement XIII: The professional school counselor is a student advocate, leader, collaborator and a systems change agent.

☐ E ☐ M ☐ P ☐ N

PC

PERFORMANCE DEMONSTRATORS:	SC E	SC M	SC P	SC N	S E	S M	S P	S N
___ 1. The professional school counselor promotes academic success of every student.								
___ 2. The professional school counselor promotes equity and access for every student.								
___ 3. The professional school counselor takes a leadership role within the counseling department, the school setting and the community.								
___ 4. The professional school counselor understands reform issues and works to close the achievement gap.								
___ 5. The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.								
___ 6. The professional school counselor builds effective teams by encouraging collaboration among all school staff.								
___ 7. The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.								

Formative Observation 1

Assessor Comments:
Teacher Comments:

Formative Observation 2

Assessor Comments:
Teacher Comments:

Formative Observation 3

Assessor Comments:
Teacher Comments:

E – Exceeds Standard **M – Meets Standard** **P – Partially Meets Standard** **N - Not Met Standard**

PREFORMAL-OBSERVATION INSTRUMENT
(Administrator should complete before a formal observation.)

_____	_____	_____
Administrator	Date Pre-Conference	School
_____	_____	_____
Subject Area	Period/Time	Grade/Level

Total # of Students in class _____

1. Professional Growth Standard(s) to be observed:_____
_____
_____
_____

2. List any specific administrative behaviors you would like monitored.
_____
_____
_____
_____

3. Is this experience
_____ review or
_____ new learning?

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

_____ _____
Guidance Counselor's Signature Date Assessor's Signature Date

GUIDANCE COUNSELOR FORMATIVE REPORT

Guidance Counselor: _____ **Assessor:**_____

Date Observed:_____ **Report No.:** _____

Instructions: The performance standards and demonstrators reviewed are noted on the Hancock County Formative/Summative Guidance Counselor Assessment Instrument in the appropriate Formative Observation columns.

Effective Behaviors:
Improvements Suggested (Stretching Skills Included):

Guidance Counselor's Comments:

I am knowledgeable about the content of this report and have had an opportunity to discuss it in a conference with my immediate supervisor. I have received a copy.

_____ _____
Guidance Counselor's Signature Date

_____ _____
Assessor's Signature Date

HANCOCK COUNTY GUIDANCE COUNSELOR ASSESSMENT
SUMMATIVE REPORT

Guidance Counselor Comments:

Assessor Comments:

I have had a pre-observation conference prior to formal observation.

_____ _____

Signature of Guidance Counselor Date

I am knowledgeable about the content of this report and have discussed it in a post-conference with my immediate supervisor. I have received a copy.

_____ _____

Signature of Guidance Counselor **Date

_____ _____

*Signature of Assessor Date

*Other Guidance Counselors who have contributed to this summative assessment:

**Certified employees have the right to appeal the substance and/or procedure of the Summative Assessment within ten (10) working days.

APPEALS PANEL HEARING REQUEST FORM

I _____, have been assessed by _____ during the current assessment cycle. My disagreement with the findings of the summative report have been thoroughly discussed with my assessor.

I respectfully request the _____ School District Assessment Appeals panel to hear my appeal.

This appeal challenges the summative findings on:

Check appropriate: ____substance _____procedure _____both substance and procedure
Justification:

My assessment records for the current assessment cycle may be presented to and reviewed by the appeals panel.

_____ _____
Signature of Guidance Counselor Date

Date of Summative conference _____

Date assessor notified of intent to appeal _____

This form shall be presented in person or by mail to any member of the appeals panel within ten (10) working days of completion of the summative conference. A copy of this form will become a part of the Guidance Counselor's personnel file. A copy must also be given to the superintendent and the assessor.

Job Description (Continued)

Performance Responsibilities (Continued)

9. Serves on Admission and Release Committees for special education placement, when possible.

10. Responsible for making referrals to school supportive services and community agencies as appropriate.

11. Obtains and distributes current information regarding career education (middle school primarily).

12. Works with teachers and principals regarding students with special attendance and behavioral problems.

13. Assists with scheduling as requested by the principal (middle school only).

14. Performs other duties consistent with the position assigned as may be requested by the Principal.

I hereby certify that I have read and fully understand the job description above as presented to me by the Hancock County Board of Education.

Employee Signature _____ Date _____ Personnel Representative _____

Updated March 2009

Job Description (Continued)

Performance Responsibilities (Continued)

10. Responsible for making referrals to school supportive services and community agencies as appropriate.

11. Obtains and distributes current information regarding occupations and the training necessary for each.

12. Obtains and distributes current information regarding college admissions, program requirement, financial assistance, housing, etc.

13. Works with teachers and principals regarding students with special attendance and/or behavioral problems.

14. Organizes and conducts student orientation meetings.

15. Assists with scheduling as requested by the Principal.

16. Performs other duties consistent with the position assigned as may be requested by the Principal.

I hereby certify that I have read and fully understand the job description above as presented to me by the Hancock County Board of Education.

Employee Signature Date Personnel Representative

Updated March 2009

District: Hancock County Schools **Evaluation Contact Person:** Ann L. Evans, Ed.D. **Date of Review:** May 2009

Certified Personnel Evaluation Plan Checklist
Indicators taken from KRS 156.557 and 704 KAR 3:345

KRS 156.557 Section	704 KAR 3:345 Section	Page Number in District Plan where Evidenced	TEACHER EVALUATION
			A. Plan developed by evaluation committee:
(3) (c) 1	4 (1)	1	1. Equal number of teachers and administrators
	3	Cover	2. Approved by local board of education
			B. Plan provides for:
	6	2	1. Designated contact person
	6(2)a	3	2. District trains primary evaluators in the local evaluation process.
	5 (2)	6, 13, 17	3. Explanation to and discussion with all certified personnel "no later than the end of the first month of reporting for employment for each school year"
	5 (3)	5, 21-31	4. Performance standards with indicators for major job categories
(3) (b)	4 (2)	6-8, 14, 17-18	5. Formative and summative processes
(3) (c) 2	4 (2) (a)	14	6. Immediate supervisor designated primary evaluator
(3) (c) 2	4 (2) (a)	7	7. Third party observer process
(3) (c) 3	4 (2) (b)	7	8. Observations conducted openly
	4 (2) (c)	9, 14	9. Alignment of growth plans with school/district improvement plans
	4 (2) (c)	6, 9	10. Annual review of growth plans
	4 (2) (d)	6, 9 on Admin Evaluation	11. Provisions for Superintendent's professional growth pursuant to KRS 156.111
	4 (2) (e)	7	12. Conference within one week of observation
	4 (2) (e)	8, 14, 18	13. Summative conference includes all evaluation data
	4 (2) (f)	6, 7, 8, 17	14. Annual evaluations with multiple observations for non-tenured certified personnel
	4 (2) (g)	7, 8	15. Multiple observations for tenured teachers when observation is unsatisfactory
	4 (2) (h)	6, 17	16. Summative evaluations for tenured teachers minimum of once every three years
	4 (2) (i)	3, 5, 6 on Admin. Evaluation	17. Summative evaluations for administrators annually
	4 (2) (j)	7, 8, 17, 18	18. Evaluations (except Supt.) on approved forms to become part of official personnel file
	4 (2) (l)	7, 10	19. Opportunity for written response/become part of official file
	4 (2)(m)	7, 8, 9, 17, 18	20. Copy of evaluation provided to evaluatee
(3) (c) 5		9, 14, 18	21. Corrective action process

HANCOCK COUNTY SCHOOLS

TEACHER

PROFESSIONAL GROWTH

ASSESSMENT

SYSTEM

HANCOCK COUNTY BOARD OF EDUCATION

APPROVED	JUNE 24, 1997
REVISED	MAY 24, 2001
REVISED	MARCH 26, 2009

DESIGNATED CONTACT PERSON

Dr. Ann L. Evans
Assistant Superintendent for Instruction
Hancock County Board of Education
83 State Route 271 North
Hawesville, KY 42348

(270) 927-6914

CRITERIA

The following criteria gave guidance to the development of the teacher assessment system. It will also be used periodically to assess the effectiveness of the system.

1. Has professional growth as a primary focus.
2. Can be used fairly and effectively with all teachers.
3. Performance standards are consistent with research-based effective teaching practices.
4. Performance standards correlate with state student performance standards, KTIP-TPA standards, new teacher standards and experienced teacher standards.
5. Provides measurable and/or observable and clearly state performance standards.
6. Identifies teachers who need clinical assistance while crediting teachers who demonstrate exceptional performance.
7. Provides for teacher self-assessment.
8. Give consideration to available resources, time, and expertise.
9. Provides for formal, informal, and optional data sources for the formative process.
10. Meets the requirements of 704 KAR 3:345.

PURPOSE

The purpose of the assessment system shall be to improve instruction, foster professional growth, provide a measure of performance accountability to citizens, provide encouragement and incentive for employees to improve performance, support individual personnel decisions, and give credit to teachers for exceptional performance.

THE SYSTEM

The Hancock County Teacher Assessment System is designed to serve both tenured and non-tenured teachers. While the basic system is generic to all teachers, some procedures are different for the two categories of teachers. A comparison of procedures is presented in Chart 1.

CHART 1

TENURED	NON-TENURED
1. Three (3) year assessment cycle.	1. One (1) year assessment cycle.
2. Summative assessment at the end of the three year cycle.	2. Summative assessment annually.
3. Data collection annually with one formal observation required using the advanced teacher standards and indicators. Informal observations may be included as well as optional data sources agreed upon by assessor and teacher.	3. Data collection annually with two or more formal observations using the required initial teacher standards and indicators. Interns must have three or more formal observations using the KTIP-TPA instrument and initial teacher standards and indicators. Informal observations may be included as well as optional data sources agreed upon by assessor and teacher.
4. Number of formal observations will vary with one being required.	4. Minimum of two formative assessments per cycle. (Interns will have three or more.)
5. Three (3) year professional growth plan to be reviewed/revised annually.	5. One (1) year professional growth plan.

The system consists of five components:

1. Pre-Assessment orientation
2. Formative Assessment
3. Summative Assessment
4. Professional Growth Plans
5. Appeals Procedures

1. **Pre-Assessment**
   - Orientation - Annually, all teachers will receive an explanation and an opportunity to discuss the district professional growth system and the performance standards against which they are to be assessed. This explanation and discussion will be completed no later than the end of the first month of reporting for employment for the new school year. Orientation may be conducted individually or in groups.

   - Pre-Assessment Planning Conference - Assessors will meet with teachers to develop priorities for professional growth at the beginning of a cycle. Hancock County has established October 15 as the date by which the pre-assessment planning conference must be completed. Of course, during this conference, orientation of performance standards can be completed. For non-tenured teachers the planning conference will be conducted annually.

These alternative/optional methods of gathering data must be both acceptable and agreed upon by the assessor and teacher to be a productive way of appraising performance.

Collaboration, peer communication, and effective interpersonal skills can be achieved by: peer development, mentoring, support systems, flexibility, or assuming new roles.

Self-assessments: rating done by assessor on a particular performance and discussed in a post-observation conference.

Collaborating teachers, primary teams, departmental teams, etc. may use the district's data collection instruments during observations in order to gather data for discussion.

An assessor may choose to gather data for a formal observation by observing the team as they work together for one of the observations required by the district plan.

Teacher may choose to develop a professional portfolio. This may include:

- Transcripts
- Certification
- Job History
- Units Developed
- Writing
- Projects
- Lesson Plans
- Individual Professional Transformation Plan Goals and Individual Activities
- Self-Assessments
- Surveys
- Formative
- Summative Evaluations
- Video Segments of Performance, Special Recognitions, etc.
- Use of Technology
- Computer Programs

***Note: Peers are involved in the growth process, not in evaluations.

Non-tenured teachers should expect a minimum of two formal observations (three for interns) and at least two formative assessment conferences (three for interns) during a one year cycle. For tenured teachers, the number of observations and formative assessment conferences may vary from a minimum of one during a three year cycle to a number determined by the assessor. Tenured teachers demonstrating unsatisfactory performance will be observed at least two times during the assessment cycle.

3. **Summative Assessment**

The summative assessment component of the system requires a summary of all assessment results (formative data) gathered during the total assessment cycle. The assessor shall complete the "Hancock County Professional Growth Formative/Summative Assessment Instrument" for all teachers except interns, who will be evaluated on the standards using the KTIP-TPA instrument. The assessor will check "E" for Exceeds Standard, "M" for Meets Standard, "P" for Partially Meets Standard, or "N" for Not Met Standard for each standard. A teacher must be checked "Exceeds Standard" or "Meets Standard" on all standards in order to be recommended for continued employment without an "Intensive Assistance Plan." Before being granted tenure status, a teacher must be checked "Exceeds Standard" or "Meets Standard" on all standards. An assessor must also complete the "Hancock County Summative Assessment Report" which shall be signed during the required summative conference by both the assessor and the teacher both of whom shall retain a copy. A copy must also be filed in the evaluatees official personnel file. Summative assessment must be completed for non-tenured teachers by April 1 and for tenured teacher by April 15 for each cycle.

5. ASSESSMENT APPEALS

Appeals Procedures – If for any reason, the teacher is dissatisfied with the final assessment results, he/she may submit to the assessor, superintendent and the appeals committee a written response to the report, a copy of which will become a part of the teacher's personal file. The purpose of the Appeals Panel Hearing is to review the summative assessment of the employee. In order to appeal a summative assessment, a teacher shall make a written request for a hearing to the appeals panel using the "Appeals Panel Hearing Request Form" within **ten (10)** working days of the receipt of the summative assessment report in an assessment conference. A copy will become a part of the teacher's personnel file. A copy of the request form must be submitted to the appeals panel, the assessor, and the superintendent and must include a justification for such a request. By signing the request form, the teacher is granting permission for members of the Appeals Panel to review all of his/her assessment data gathered/developed during the current assessment cycle.

Appeals Panel – If the teacher feels he/she has received an unfair summative assessment, he/she may appeal to a panel formed for that purpose. The panel is comprised of three members, two of whom are elected by the certified school employees and one by the Hancock County Board of Education. Only certified school employees of the Hancock County Board of Education are eligible to serve on the panel. Members are elected/appointed for a two-year term and may be re-elected/appointed for two consecutive terms. The term begins July 1 of the first year and ends June 30 of the second year.

Each school shall nominate one certified person. The names of the staff members nominated shall be submitted to the Superintendent by May 10th.

The Superintendent or his/her designee will prepare a ballot of eligible certified staff members nominated. Ballots will be distributed to each certified employee. Voting will be completed within one week and ballots will be returned to the Principal's Office. Principals will deliver the ballots to the Superintendent or his/her designee. The ballots will be counted by the president of the education association and the Superintendent or designee. Members shall serve two (2) year terms and may be re-elected/appointed for two (2) consecutive terms.

The two certified employees receiving the highest number of votes shall be panel members and the employee ranking third place in the voting shall be alternate. The Board shall appoint one certified employee to the panel at the regular meeting of the Board in June.

The appeals panel shall annually select a chairperson from the panel members who shall be responsible for scheduling and facilitating the activities of the panel and for communicating on behalf of the panel to all parties involved in any appeal. Meetings of the Appeal Panel will be called by the chairman as needed. Detailed minutes of the panel meetings shall be recorded and made a part of the panel's recommendation(s).

Appeals Process - To appeal an assessment the teacher must make a written request for a hearing to the appeals panel within ten (10) working days of the receipt of the summative assessment. A copy of the request must be submitted to the assessor and superintendent and must include a justification for such a request.

Both the teacher and assessor shall submit four (4) copies of the documentation to be reviewed by each other and by the appeals panel within ten (10) days. Confidentiality will be encouraged. Only people involved in the appeal shall review the documentation.

State Appeals Process - 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.

The appeal procedures shall be as follows:

- 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.

- 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.

- A brief, written statement, and other documents which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

- A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

- A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

DEFINITIONS

1. **TEACHER** means any certified staff person who directly instructs students.
2. **ADMINISTRATOR** means any certified staff person who devotes the majority of his/her employed time to service as a principal, assistant principal, supervisor, coordinator, director, assistant director, administrative assistant, finance officer, pupil personnel worker, guidance counselor or school business administrator including the superintendent and any assistant, associate, or deputy superintendent.
3. **ASSESSMENT** means the process of evaluating or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria, through periodic observation and other documentation. Assessment shall also include the establishment and monitoring of a professional growth plan.
4. **FORMATIVE ASSESSMENT** means a continuous cycle of collecting evaluative information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.
5. **SUMMATIVE ASSESSMENT** means the summary of, and conclusions from, all assessment data, including, but not limited to the formative data. The summative assessment occurs at the end of the assessment cycle. Summative assessment includes a conference involving the assessor and the assessed certified employee, and a written assessment report.
6. **OBSERVATION** means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.
   a. FORMAL OBSERVATION means an observation conducted after a pre-conference and followed within five working days by a post-observation conference.
   b. INFORMAL OBSERVATION means an observation in the performance of duty. For example the assessor comes into the classroom unannounced to observe performance and is followed within five working days by a post-observation report and conference. These observations may be conducted as frequently as deemed necessary.
7. **CONFERENCE** means a collaborative meeting involving the assessor and the certified employee for the purposes of: providing feedback from the assessor; analyzing accomplishments and areas for growth leading to establishment or revision of a professional growth plan.
8. **"Enrichment" PROFESSIONAL GROWTH PLAN** means a plan whereby a person being assessed establishes goals for enrichment/development and the assistance of the assessor is identified. The individualized plan includes outcomes, a plan for achieving outcomes, and a method for evaluation success. The individualized professional growth plan shall be aligned with specific goals and objectives of the Comprehensive School Improvement Plan.
9. **"Intensive Assistance" PROFESSIONAL GROWTH PLAN** means a plan whereby a person being assessed established specific goals to improve an identified area of concern in performance. The assessor takes an active role in activities and appraisal of the activities along with the certified employee. Intensive assistance may require the use of an assistance team of individuals to help the certified employee grow professionally.
10. **PRIMARY ASSESSOR** means the immediate supervisor of the employee.
11. **STANDARDS OF PERFORMANCE** means acceptable qualitative or quantitative level of performance expected of effective teachers and administrators.
12. **POSITION** means a professional role in the school district (e.g., teacher, principal, supervisor, director).
13. **"NEW TEACHER"**—a teacher who has completed internship but is not tenured.
14. **ALTERNATIVE METHODS**—includes any methods other than direct observation such as videos, tapes, portfolios, articles and journals.
15. **INTERN**—A first year teacher in our system who is undergoing KTIP-TPA training.

HANCOCK COUNTY SCHOOLS

TEACHER

PROFESSIONAL GROWTH

INSTRUMENT

HANCOCK COUNTY BOARD OF EDUCATION

APPROVED	JUNE 24, 1997
REVISED	MAY 24, 2001
REVISED	MARCH 26, 2009

selected demonstrators which are being assessed during the current cycle. Formative assessment must be completed for non-tenured teachers by February 15th and for tenured teachers by March 30th for each cycle. All assessments shall be maintained in the employee's personnel file.

3. **Summative Assessment**—The summative assessment component of the system requires a summary of all assessment results (formative data) gathered during the total assessment cycle. The assessor shall complete the "Hancock County Professional Growth Formative/Summative Assessment Instrument" by checking "E" for Exceeds Standard, "M" for Meets Standard, "P" for Partially Meets Standard, or "N" for Not Met Standard for each standard. For interns, the KTIP-TPA instrument will be utilized. A teacher must be checked "Exceeds Standard" or "Meets Standard" on all standards assessed in order to be recommended for continued employment without an "Intensive Assistance Plan." Before being granted tenure status, a teacher must be checked "Exceeds Standard" or "Meets Standard" on all the standards. An assessor must also complete the "Hancock County Summative Assessment Report" which shall be signed and dated during the required summative conference by both the assessor and the teacher and both parties given a copy. A copy of the Summative Assessment must be sent to the central office and placed in the office employee file. The Summative assessment must be completed for non-tenured teachers by April 1st and for tenured teachers by April 15th each cycle.
4. **"Enhanced" Professional Growth Plan**—Any teacher who did not have a standard checked "Not Met Standard" shall develop, with the assessor, the "Teacher Professional Growth Plan" which shall be reviewed/revised annually for all teachers. The plan shall be checked "Enrichment" and shall have a time frame of no less than the next assessment cycle for the teacher. It will serve as a guide for professional growth by the teacher and shall be signed by both parties, each of whom shall retain a copy. The results of the summative assessment shall serve as a basis for the "Teacher Professional Growth Plan." Both the assessor and teacher must sign the plan and both shall retain copies. The teacher must jointly with the assessor incorporate any standard and appropriate demonstrators checked "Partially Meets Standard" into his/her plan. Teacher Professional Growth Plans must be completed for non-tenured teachers by April 15th and for tenured teachers by April 20th for each cycle.
   "Intensive Assistance" Professional Growth Plan—Any teacher who had a standard checked "Not Met Standard" shall develop, with the assessor, the "Teacher Professional Growth Plan" which shall be reviewed/revised throughout the cycle for the teacher. The plan shall be checked "Intensive Assistance" and shall have a time frame of no less than the next assessment cycle for the teacher. It will serve as a guide for professional growth by the teacher and shall be signed by both parties, each of whom shall retain a copy. The results of the summative assessment shall serve as a basis for the "Teacher Professional Growth Plan." The teacher must jointly with the assessor incorporate any standard and appropriate demonstrators checked "Not Met Standard" into his/her plan. Teacher Professional Growth Plans must be completed for non-tenured teachers by April 15th and for tenured teachers by April 30th for each cycle.
5. **Appeals Procedures**—In order to appeal a summative assessment, a teacher shall make a written request for a hearing to the appeals panel using the "Appeals Panel Hearing Request Form" within ten (10) working days of the receipt of the summative assessment report in an assessment conference. A copy will become a part of the teacher's personnel file. A copy of the request form must be submitted to the assessor and the superintendent and must include a justification for such a request. By signing the request form, the teacher is granting permission for members of the Appeals Panel to review all of his/her assessment data gathered/developed during the current assessment cycle.
   State Appeals Process—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.

PRE-FORMAL OBSERVATION INSTRUMENT
(Teacher should complete before a formal observation.)

_____	_____	_____
Teacher	Date Pre-Conference	School
_____	_____	_____
Subject Area	Period/Time	Grade/Level

Professional Growth Plan Performance Area:
(Must be aligned with school goals in PD & Transformation)

Total # of Students in class _____

1. What are the lesson objectives? _____
_____
_____
_____

2. To which learner academic expectation is this lesson designed? #_____

3. How will you evaluate the students' mastery of the objective?

4. Which if any of the following steps of the teaching act may occur?
__ Develop anticipatory set
__ State objectives
__ Provide input
__ Model ideal behavior
__ Check for comprehension
__ Provide guided practice
__ Provide independent practice
__ Achieve closure

5. Is this experience
____ review or
____ new learning?

6. List any specific teaching behaviors you would like monitored.

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

_____ _____
Teacher's Signature Date Assessor's Signature Date

TEACHER STANDARD II **DESIGNS AND PLANS INSTRUCTION**

Standard Statement: 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.

☐ E ☐ M ☐ P ☐ N

PC

PERFORMANCE DEMONSTRATORS:	FO1				FO2				FO3			
	E	M	P	N	E	M	P	N	E	M	P	N
2.1 Develops significant objectives aligned with standards.												
N States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.												
E 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.												
N Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.												
E 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.												
N Prepares assessments that measure student performance on each objective and help guide teaching.												
E 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.												
N Aligns instructional strategies and activities with learning objectives for all students.												
E 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.												
N Plans instructional strategies that include several levels of learning that require higher order thinking.												
E Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.												

Formative Observation 1

Assessor Comments:

Teacher Comments:

Formative Observation 2

Assessor Comments:

Teacher Comments:

Formative Observation 3

Assessor Comments:

Teacher Comments:

Legends: N – New/Initial-level/Non-Tenured Teacher E – Experienced/Advanced-level/Tenured Teacher
E - Exceeds Standard M - Meets Standard P – Partially Meets Standard N - Not Met Standard

TEACHER STANDARD IV — IMPLEMENTS AND MANAGES INSTRUCTION

Standard Statement IV: 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.

☐ E ☐ M ☐ P ☐ N

PC		FO1				FO2				FO3			
PERFORMANCE DEMONSTRATORS:		E	M	P	N	E	M	P	N	E	M	P	N
4.1	**Uses a variety of instructional strategies that align with learning objectives and actively engage students.**												
N	Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.												
E	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.**												
N	Implements instruction based on contextual information and assessment data.												
E	Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.												
4.3	**Uses time effectively.**												
N	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.												
E	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.**												
N	Uses classroom space and materials effectively to facilitate student learning.												
E	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.**												
N	Instruction provides opportunity to promote higher-order thinking.												
E	Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.												

Formative Observation 1

Assessor Comments:

Teacher Comments:

Formative Observation 2

Assessor Comments:

Teacher Comments:

Formative Observation 3

Assessor Comments:

Teacher Comments:

Legends: N – New/Initial-level/Non-Tenured Teacher E – Experienced/Advanced-level/Tenured Teacher
E - Exceeds Standard M - Meets Standard P – Partially Meets Standard N - Not Met Standard

TEACHER STANDARD VI **DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY**

Standard Statement VI: 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.

☐ E ☐ M ☐ P ☐ N

PC

PERFORMANCE DEMONSTRATORS:	FO1				FO2				FO3			
	E	M	P	N	E	M	P	N	E	M	P	N
6.1 Uses available technology to design and plan instruction.												
N Uses technology to design and plan instruction.												
E 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.												
N Uses technology to implement instruction that facilitates student learning.												
E 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.												
N Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.												
E 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.												
N Uses technology to assess and communicate student learning.												
E Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.												
6.5 Demonstrates ethical and legal use of technology.												
N Ensures that personal use and student use of technology are ethical and legal.												
E Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.												

Formative Observation 1

Assessor Comments:

Teacher Comments:

Formative Observation 2

Assessor Comments:

Teacher Comments:

Formative Observation 3

Assessor Comments:

Teacher Comments:

Legends: N – New/Initial-level/Non-Tenured Teacher E – Experienced/Advanced-level/Tenured Teacher
E - Exceeds Standard M - Meets Standard P – Partially Meets Standard N - Not Met Standard

TEACHER STANDARD VIII — *COLLABORATES WITH COLLEAGUES / PARENTS / OTHERS*

***Standard Statement VIII:** 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.*

☐ E ☐ M ☐ P ☐ N

PC

PERFORMANCE DEMONSTRATORS:	FO1 E	FO1 M	FO1 P	FO1 N	FO2 E	FO2 M	FO2 P	FO2 N	FO3 E	FO3 M	FO3 P	FO3 N
8.1 Identifies students whose learning could be enhanced by collaboration.												
N Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.												
E 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.												
N Designs a plan to enhance student learning that includes all parties in the collaborative effort.												
E 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.												
N Implements planned activities that enhance student learning and engage all parties.												
E Explains how the collaboration to enhance student learning has been implemented.												
8.4 Analyzes data to evaluate the outcomes of collaborative efforts.												
N Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.												
E Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.												

Formative Observation 1

Assessor Comments:

Teacher Comments:

Formative Observation 2

Assessor Comments:

Teacher Comments:

Formative Observation 3

Assessor Comments:

Teacher Comments:

Legends: N – New/Initial-level/Non-Tenured Teacher E – Experienced/Advanced-level/Tenured Teacher
E - Exceeds Standard M - Meets Standard P – Partially Meets Standard N - Not Met Standard

TEACHER STANDARD X **PROVIDES LEADERSHIP WITHIN SCHOOL / COMMUNITY / PROFESSION**

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

☐ E ☐ M ☐ P ☐ N

PC

PERFORMANCE DEMONSTRATORS:	FO1				FO2				FO3			
	E	M	P	N	E	M	P	N	E	M	P	N
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.												
N 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.												
E 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.												
N 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.												
E 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.												
N Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.												
E Effectively implements the leadership work plan.												
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.												
N Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.												
E Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.												

Formative Observation 1

Assessor Comments:

Teacher Comments:

Formative Observation 2

Assessor Comments:

Teacher Comments:

Formative Observation 3

Assessor Comments:

Teacher Comments:

Legends: N – New/Initial-level/Non-Tenured Teacher E – Experienced/Advanced-level/Tenured Teacher
E - Exceeds Standard M - Meets Standard P – Partially Meets Standard N - Not Met Standard

FORMAL OBSERVATION REPORT

Teacher: _____ **Assessor:**_____

Date Observed:_____ **Report No.:** _____

Instructions: The performance standards and demonstrators reviewed are noted on the Hancock County Formative/Summative Teacher Assessment Instrument in the appropriate Formative Observation columns.

Effective Behaviors:
Improvements Suggested (Stretching Skills Included):

Teacher Comments:

I have had a pre-observation conference prior to formal observation.

I am knowledgeable about the content of this report and have had an opportunity to discuss it in a conference with my immediate supervisor. I have received a copy.

_____ _____
Signature of Teacher Date

_____ _____
Signature of Assessor Date

HANCOCK COUNTY TEACHER ASSESSMENT SUMMATIVE REPORT

Teacher Comments:

Assessor Comments:

I have had a pre-observation conference prior to formal observation.

_____ _____

Signature of Teacher Date

I am knowledgeable about the content of this report and have discussed it in a post-conference with my immediate supervisor. I have received a copy.

_____ _____

Signature of Teacher **Date

_____ _____

*Signature of Assessor Date

*Other administrators who have contributed to this summative evaluation.

**Certified employees have the right to appeal the substance and/or procedure of the Summative Assessment within ten (10) working days.

APPEALS PANEL HEARING REQUEST FORM

I _____, have been assessed by _____ during the current assessment cycle. My disagreement with the findings of the summative have been thoroughly discussed with my assessor.

I respectfully request the _____ School District Assessment Appeals panel to hear my appeal.

This appeal challenges the summative findings on:

Check appropriate: ____substance _____procedure _____both substance and procedure
Justification:

My assessment records for the current assessment cycle may be presented to and reviewed by the appeals panel.

_____ _____
Signature of Teacher Date

Date of Summative conference _____

Date assessor notified of intent to appeal _____

This form shall be presented in person or by mail to any member of the appeals panel within five working days of completion of the summative conference. A copy of this form will become a part of the teacher's personnel file. A copy must also be given to the superintendent and the assessor.

ASSISTANCE TEAM LOG OF ACTIVITIES

Employee _____

Date of Meeting _____

Persons Present

_____

_____

_____

Summary of Meeting:

Recommendations:

Next Meeting: _____

--Certified Personnel —

Job Description

Title Elementary Classroom Teacher

Qualifications

1. Holds at least a Bachelor degree and the required Kentucky certificate for the assigned position.
2. Has demonstrated the ability to communicate with and work effectively with students, parents, and faculty.
3. Meets or is working toward meeting the state or national standards on the evaluation plan for this position

Reports to Principal

Job Goal To create a flexible elementary grade program and a class environment favorable to learning and personal growth; to establish effective rapport with pupils; to motivate pupils to develop skills, attitudes and knowledge needed to provide a good foundation for elementary education, in accordance with each pupil's ability; to establish good relationships with parents and with other staff members.

Performance Responsibilities

1. Teaches reading, language arts, social studies, mathematics, science, art, health, physical education and music to pupils in a classroom, utilizing the course of study adopted by the Board.
2. Works with faculty colleagues to develop and implement instructional programs that will meet the individual needs, interests and abilities of the students to include participation in the formation of IEP's of special students.
3. Creates an effective environment for learning through functional and attractive displays, bulletin boards, and interest centers.
4. Prepares for classes assigned and shows written evidence of preparation by maintaining a plan book or lesson plan(s). Lesson plans for the coming week, are to be in the Principal's office on Friday or Monday. These plans plus any instructions are to be used by the substitute teacher when the teacher is absent. When an absence is anticipated by the teacher, the teacher shall leave his/her plan book or lesson plan(s), along with the instructions for the substitute teacher, with the Principal. Due to the fact that an absence may be of an emergency the close of each school day or have the lesson plan(s) and class roll list delivered before the 1st period class begins.
5. Guides the learning process through the translation of board approved curriculum goals and district's philosophy of education to develop clear learning objectives to meet goals and objectives
6. Develops daily lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each pupil.
7. Establishes and maintains standards of self and pupil behavior needed to achieve a functional learning atmosphere in the classroom.

-- Certified Personnel —

Job Description

Title Teacher; High School or Middle School

Qualifications

1. Holds at least a Bachelor's degree and the required Kentucky certificate for the assigned position.
2. Has demonstrated the ability to communicate effectively with students, parents, and faculty.
3. Meets or is working toward meeting the state or national standards on the evaluation plan for this position

Reports to Principal

Job Goal To help students acquire the knowledge, skills and attitudes that society feels will contribute to their development into mature, able and responsible men and women.

Performance Responsibilities

1. Meets and instructs assigned classes in the location at the times designated using courses of study developed by the faculty and approved by the Board.
2. Works with faculty colleagues to develop instructional programs that will meet the individual needs, interests and abilities of the students to include participation in the formation of IEPs of special students
3. Maintains a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
4. Prepares for classes assigned and shows written evidence of preparation by maintaining a plan book or lesson plan(s). Lesson plans for the coming week, are to be in the Principal's office on Friday or Monday. These plans plus any instructions are to be used by the substitute teacher when the teacher is absent. When an absence is anticipated by the teacher, the teacher shall leave his/her plan book or lesson plan(s), along with instructions for the substitute teacher, with the Principal. Due to the fact that an absence may be of an emergency nature, the teacher shall leave the plan book or lesson plan(s) in the top desk drawer of his/her desk at the close of each school day or have the lesson plan(s) and class roll list delivered before the 1st period class begins.
5. Guides the learning process through the translation of board approved curriculum goals and district's philosophy of education to develop clear learning objectives to meet goals and objectives
6. Employs a variety of instructional techniques and instructional media consistent with the needs and learning styles of the individual or groups involved.
7. Establishes and maintains standards of self and pupil behavior needed to achieve a functional learning atmosphere in the classroom.
8. Assesses the accomplishments, academic and social growth of students on a regular basis and provides progress reports to students and parents as require

Administrative Forms

- Professional Growth Process
- Performance Evaluation
- District Profile Sheet

Performance Evaluation

School _____ Year _____

Teacher Name	T/NT	Most Recent Summative	Pre-Conf. Date	Observation Date	Conf. Date	Observation Date	Conf. Date	Growth Plan	Sum. Due	Filed CO

District: Hancock County Schools **Evaluation Contact Person:** Ann L. Evans, Ed.D. **Date of Review:** May 2009

Certified Personnel Evaluation Plan Checklist
Indicators taken from KRS 156.557 and 704 KAR 3:345

KRS 156.557 Section	704 KAR 3:345 Section	Page Number in District Plan where Evidenced	IECE TEACHER EVALUATION
			A. Plan developed by evaluation committee:
(3) (c) 1	4 (1)	1	1. Equal number of teachers and administrators
	3	Cover	2. Approved by local board of education
			B. Plan provides for:
	6	2	1. Designated contact person
	6(2)a	3	2. District trains primary evaluators in the local evaluation process.
	5 (2)	6, 13, 17	3. Explanation to and discussion with all certified personnel "no later than the end of the first month of reporting for employment for each school year"
	5 (3)	5, 21-30	4. Performance standards with indicators for major job categories
(3) (b)	4 (2)	6-8, 14, 17-18	5. Formative and summative processes
(3) (c) 2	4 (2) (a)	14	6. Immediate supervisor designated primary evaluator
(3) (c) 2	4 (2) (a)	7	7. Third party observer process
(3) (c) 3	4 (2) (b)	7	8. Observations conducted openly
	4 (2) (c)	9, 14	9. Alignment of growth plans with school/district improvement plans
	4 (2) (c)	6, 9	10. Annual review of growth plans
	4 (2) (d)	6, 9 on Admin Evaluation	11. Provisions for Superintendent's professional growth pursuant to KRS 156.111
	4 (2) (e)	7	12. Conference within one week of observation
	4 (2) (e)	8, 14, 18	13. Summative conference includes all evaluation data
	4 (2) (f)	6, 7, 8, 17	14. Annual evaluations with multiple observations for non-tenured certified personnel
	4 (2) (g)	7, 8	15. Multiple observations for tenured teachers when observation is unsatisfactory
	4 (2) (h)	6, 17	16. Summative evaluations for tenured teachers minimum of once every three years
	4 (2) (i)	3, 5, 6 on Admin Evaluation	17. Summative evaluations for administrators annually
	4 (2) (j)	7, 8, 17, 18	18. Evaluations (except Supt.) on approved forms to become part of official personnel file
	4 (2) (l)	10	19. Opportunity for written response/become part of official file
	4 (2)(m)	7, 8, 9, 17, 18	20. Copy of evaluation provided to evaluatee
(3) (c) 5		9, 14, 18	21. Corrective action process

HANCOCK COUNTY SCHOOLS

Interdisciplinary Early Childhood Educator (IECE)

PROFESSIONAL GROWTH

ASSESSMENT

SYSTEM

HANCOCK COUNTY BOARD OF EDUCATION

APPROVED	JUNE 24, 1997
REVISED	MAY 24, 2001
REVISED	MARCH 26, 2009

DESIGNATED CONTACT PERSON

Dr. Ann L. Evans
Assistant Superintendent of Instruction
Hancock County Board of Education
83 State Route 271 North
Hawesville, KY 42348

(270) 927-6914

CRITERIA

The following criteria gave guidance to the development of the teacher assessment system. It will also be used periodically to assess the effectiveness of the system.

1. Has professional growth as a primary focus.
2. Can be used fairly and effectively with all teachers.
3. Performance standards are consistent with research-based effective teaching practices.
4. Performance standards correlate with state student performance standards, KTIP-TPA standards, new teacher standards and experienced teacher standards.
5. Provides measurable and/or observable and clearly state performance standards.
6. Identifies teachers who need clinical assistance while crediting teachers who demonstrate exceptional performance.
7. Provides for teacher self-assessment.
8. Give consideration to available resources, time, and expertise.
9. Provides for formal, informal, and optional data sources for the formative process.
10. Meets the requirements of 704 KAR 3:345.

PURPOSE

The purpose of the assessment system shall be to improve instruction, foster professional growth, provide a measure of performance accountability to citizens, provide encouragement and incentive for employees to improve performance, support individual personnel decisions, and give credit to teachers for exceptional performance.

THE SYSTEM

The Hancock County IECE Teacher Assessment System is designed to serve both tenured and non-tenured teachers. While the basic system is generic to all teachers, some procedures are different for the two categories of teachers. A comparison of procedures is presented in Chart 1.

CHART 1

TENURED	NON-TENURED
1. Three (3) year assessment cycle.	1. One (1) year assessment cycle.
2. Summative assessment at the end of the three year cycle.	2. Summative assessment annually.
3. Data collection annually with one formal observation required using the advanced teacher standards and indicators. Informal observations may be included as well as optional data sources agreed upon by assessor and teacher.	3. Data collection annually with two or more formal observations using the required initial teacher standards and indicators. Interns must have three or more formal observations using the KTIP-TPA instrument and initial teacher standards and indicators. Informal observations may be included as well as optional data sources agreed upon by assessor and teacher.
4. Number of formal observations will vary with one being required.	4. Minimum of two formative assessments per cycle. (Interns will have three or more.)
5. Three (3) year professional growth plan to be reviewed/revised annually.	5. One (1) year professional growth plan.

The system consists of five components:

1. Pre-Assessment orientation
2. Formative Assessment
3. Summative Assessment
4. Professional Growth Plans
5. Appeals Procedures

1. **Pre-Assessment**
   - Orientation - Annually, all teachers will receive an explanation and an opportunity to discuss the district professional growth system and the performance standards against which they are to be assessed. This explanation and discussion will be completed no later than the end of the first month of reporting for employment for the new school year. Orientation may be conducted individually or in groups.

   - Pre-Assessment Planning Conference - Assessors will meet with teachers to develop priorities for professional growth at the beginning of a cycle. Hancock County has established October 15 as the date by which the pre-assessment planning conference must be completed. Of course, during this conference, orientation of performance standards can be completed. For non-tenured teachers the planning conference will be conducted annually.

These alternative/optional methods of gathering data must be both acceptable and agreed upon by the assessor and teacher to be a productive way of appraising performance.

Collaboration, peer communication, and effective interpersonal skills can be achieved by: peer development, mentoring, support systems, flexibility, assuming new roles.

Self-assessments: rating done by assessor on a particular performance and discussed in a post-observation conference.

Collaborating teachers, primary teams, departmental teams, etc. may use the district's data collection instruments during observations in order to gather data for discussion.

An assessor may choose to gather data for a formal observation by observing the team as they work together for one of the observations required by the district plan.

Teacher may choose to develop a professional portfolio. This may include:

- Transcripts
- Certification
- Job History
- Units Developed
- Writing
- Projects
- Lesson Plans
- Individual Professional Transformation Plan Goals and Individual Activities
- Self-Assessments
- Surveys
- Formative
- Summative Evaluations
- Video Segments of Performance, Special Recognitions, etc.
- Use of Technology
- Computer Programs

***Note: Peers are involved in the growth process, not in evaluations.

Non-tenured teachers should expect a minimum of two formal observations (three for interns) and at least two formative assessment conferences (three for interns) during a one year cycle. For tenured teachers, the number of observations and formative assessment conferences may vary from a minimum of one during a three year cycle to a number determined by the assessor. Tenured teachers demonstrating unsatisfactory performance will be observed at least two times during the assessment cycle.

3. **Summative Assessment**

The summative assessment component of the system requires a summary of all assessment results (formative data) gathered during the total assessment cycle. The assessor shall complete the "Hancock County Professional Growth Formative/Summative Assessment Instrument" for all teachers except interns, who will be evaluated on the standards using the KTIP-TPA instrument. The assessor will check "E" for Exceeds Standard, "M" for Meets Standard, "P" for Partially Meets Standard, or "N" for Not Met Standard for each standard. A teacher must be checked "Exceeds Standard" or "Meets Standard" on all standards in order to be recommended for continued employment without an "Intensive Assistance Plan." Before being granted tenure status, a teacher must be checked "Exceeds Standard" or "Meets Standard" on all standards. An assessor must also complete the "Hancock County Summative Assessment Report" which shall be signed during the required summative conference by both the assessor and the teacher both of whom shall retain a copy. A copy must also be filed in the evaluatees official personnel file. Summative assessment must be completed for non-tenured teachers by April 1 and for tenured teacher by April 15 for each cycle.

5. ASSESSMENT APPEALS

Appeals Procedures - If for any reason, the teacher is dissatisfied with the final assessment results, he/she may submit to the assessor, superintendent and the appeals committee a written response to the report, a copy of which will become a part of the teacher's personal file. The purpose of the Appeals Panel Hearing is to review the summative assessment of the employee. In order to appeal a summative assessment, a teacher shall make a written request for a hearing to the appeals panel using the "Appeals Panel Hearing Request Form" within **ten (10)** working days of the receipt of the summative assessment report in an assessment conference. A copy will become a part of the teacher's personnel file. A copy of the request form must be submitted to the appeals panel, the assessor, and the superintendent and must include a justification for such a request. By signing the request form, the teacher is granting permission for members of the Appeals Panel to review all of his/her assessment data gathered/developed during the current assessment cycle.

Appeals Panel – If the teacher feels he/she has received an unfair summative assessment, he/she may appeal to a panel formed for that purpose. The panel is comprised of three members, two of whom are elected by the certified school employees and one by the Hancock County Board of Education. Only certified school employees of the Hancock County Board of Education are eligible to serve on the panel. Members are elected/appointed for a two-year term and may be re-elected/appointed for two consecutive terms. The term begins July 1 of the first year and ends June 30 of the second year.

Each school shall nominate one certified person. The names of the staff members nominated shall be submitted to the Superintendent by May 10th.

The Superintendent or his/her designee will prepare a ballot of eligible certified staff members nominated. Ballots will be distributed to each certified employee. Voting will be completed within one week and ballots will be returned to the Principal's Office. Principals will deliver the ballots to the Superintendent or his/her designee. The ballots will be counted by the president of the education association and the Superintendent or designee. Members shall serve two (2) year terms and may be re-elected/appointed for two (2) consecutive terms.

The two certified employees receiving the highest number of votes shall be panel members and the employee ranking third place in the voting shall be alternate. The Board shall appoint one certified employee to the panel at the regular meeting of the Board in June.

The appeals panel shall annually select a chairperson from the panel members who shall be responsible for scheduling and facilitating the activities of the panel and for communicating on behalf of the panel to all parties involved in any appeal. Meetings of the Appeal Panel will be called by the chairman as needed. Detailed minutes of the panel meetings shall be recorded and made a part of the panel's recommendation(s).

Appeals Process - To appeal an assessment the teacher must make a written request for a hearing to the appeals panel within ten (10) working days of the receipt of the summative assessment. A copy of the request must be submitted to the assessor and superintendent and must include a justification for such a request.

Both the teacher and assessor shall submit four (4) copies of the documentation to be reviewed by each other and by the appeals panel within ten (10) days. Confidentiality will be encouraged. Only people involved in the appeal shall review the documentation.

State Appeals Process - 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.

The appeal procedures shall be as follows:

- 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.

- 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.

- A brief, written statement, and other documents which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

- A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

- A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

DEFINITIONS

1. **TEACHER** means any certified staff person who directly instructs students.
2. **ADMINISTRATOR** means any certified staff person who devotes the majority of his/her employed time to service as a principal, assistant principal, supervisor, coordinator, director, assistant director, administrative assistant, finance officer, pupil personnel worker, guidance counselor or school business administrator including the superintendent and any assistant, associate, or deputy superintendent.
3. **ASSESSMENT** means the process of evaluating or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria, through periodic observation and other documentation. Assessment shall also include the establishment and monitoring of a professional growth plan.
4. **FORMATIVE ASSESSMENT** means a continuous cycle of collecting evaluative information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.
5. **SUMMATIVE ASSESSMENT** means the summary of, and conclusions from, all assessment data, including, but not limited to the formative data. The summative assessment occurs at the end of the assessment cycle. Summative assessment includes a conference involving the assessor and the assessed certified employee, and a written assessment report.
6. **OBSERVATION** means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.
   a. FORMAL OBSERVATION means an observation conducted after a pre-conference and followed within five working days by a post-observation conference.
   b. INFORMAL OBSERVATION means an observation in the performance of duty. For example the assessor comes into the classroom.unannounced to observe performance and is followed within five working days by a post-observation report and conference. These observations may be conducted as frequently as deemed necessary.
7. **CONFERENCE** means a collaborative meeting involving the assessor and the certified employee for the purposes of: providing feedback from the assessor; analyzing accomplishments and areas for growth leading to establishment or revision of a professional growth plan.
8. **"Enrichment" PROFESSIONAL GROWTH PLAN** means a plan whereby a person being assessed establishes goals for enrichment/development and the assistance of the assessor is identified. The individualized plan includes outcomes, a plan for achieving outcomes, and a method for evaluation success. The individualized professional growth plan shall be aligned with specific goals and objectives of the Comprehensive School Improvement Plan.
9. **"Intensive Assistance" PROFESSIONAL GROWTH PLAN** means a plan whereby a person being assessed established specific goals to improve an identified area of concern in performance. The assessor takes an active role in activities and appraisal of the activities along with the certified employee. Intensive assistance may require the use of an assistance team of individuals to help the certified employee grow professionally.
10. **PRIMARY ASSESSOR** means the immediate supervisor of the employee.
11. **STANDARDS OF PERFORMANCE** means acceptable qualitative or quantitative level of performance expected of effective teachers and administrators.
12. **POSITION** means a professional role in the school district (e.g., teacher, principal, supervisor, director).
13. **"NEW TEACHER"**—a teacher who has completed internship but is not tenured.
14. **ALTERNATIVE METHODS**—includes any methods other than direct observation such as videos, tapes, portfolios, articles and journals.
15. **INTERN**—A first year teacher in our system who is undergoing KTIP-TPA training.

HANCOCK COUNTY SCHOOLS

Interdisciplinary Early Childhood Educators (IECE)

PROFESSIONAL GROWTH

INSTRUMENT

HANCOCK COUNTY BOARD OF EDUCATION

APPROVED	**JUNE 24, 1997**
REVISED	**MAY 24, 2001**
REVISED	**MARCH 26, 2009**

Professional Growth Formative/Summative Assessment Instrument for the appropriate previously selected demonstrators which are being assessed during the current cycle. Formative assessment must be completed for non-tenured teachers by February 15th and for tenured teachers by March 30th for each cycle. All assessments shall be maintained in the employee's personnel file.

3. **Summative Assessment**— The summative assessment component of the system requires a summary of all assessment results (formative data) gathered during the total assessment cycle. The assessor shall complete the "Hancock County Professional Growth Formative/Summative Assessment Instrument" by checking "E" for Exceeds Standard, "M" for Meets Standard, "P" for Partially Meets Standard, or "N" for Not Met Standard for each standard. For interns, the KTIP-TPA instrument will be utilized. A teacher must be checked "Exceeds Standard" or "Meets Standard" on all standards assessed in order to be recommended for continued employment without an "Intensive Assistance Plan." Before being granted tenure status, a teacher must be checked "Exceeds Standard" or "Meets Standard" on all the standards. An assessor must also complete the "Hancock County Summative Assessment Report" which shall be signed and dated during the required summative conference by both the assessor and the teacher and both parties given a copy. A copy of the Summative Assessment must be sent to the central office and placed in the office employee file. The Summative assessment must be completed for non-tenured teachers by April 1st and for tenured teachers by April 15th each cycle.
4. "Enhanced" **Professional Growth Plan**— Any teacher who did not have a standard checked "Not Met Standard" shall develop, with the assessor, the "Teacher Professional Growth Plan" which shall be reviewed/revised annually for all teachers. The plan shall be checked "Enrichment" and shall have a time frame of no less than the next assessment cycle for the teacher. It will serve as a guide for professional growth by the teacher and shall be signed by both parties, each of whom shall retain a copy. The results of the summative assessment shall serve as a basis for the "Teacher Professional Growth Plan." Both the assessor and teacher must sign the plan and both shall retain copies. The teacher must jointly with the assessor incorporate any standard and appropriate demonstrators checked "Partially Meets Standard" into his/her plan. Teacher Professional Growth Plans must be completed for non-tenured teachers by April 15th and for tenured teachers by April 20th for each cycle.
   "Intensive Assistance" Professional Growth **Plan**— Any teacher who had a standard checked "Not Met Standard" shall develop, with the assessor, the "Teacher Professional Growth Plan" which shall be reviewed/revised throughout the cycle for the teacher. The plan shall be checked "Intensive Assistance" and shall have a time frame of no less than the next assessment cycle for the teacher. It will serve as a guide for professional growth by the teacher and shall be signed by both parties, each of whom shall retain a copy. The results of the summative assessment shall serve as a basis for the "Teacher Professional Growth Plan." The teacher must jointly with the assessor incorporate any standard and appropriate demonstrators checked "Not Met Standard" into his/her plan. Teacher Professional Growth Plans must be completed for non-tenured teachers by April 15th and for tenured teachers by April 30th for each cycle.
5. **Appeals Procedures**—In order to appeal a summative assessment, a teacher shall make a written request for a hearing to the appeals panel using the "Appeals Panel Hearing Request Form" within ten (10) working days of the receipt of the summative assessment report in an assessment conference. A copy will become a part of the teacher's personnel file. A copy of the request form must be submitted to the assessor and the superintendent and must include a justification for such a request. By signing the request form, the teacher is granting permission for members of the Appeals Panel to review all of his/her assessment data gathered/developed during the current assessment cycle.
   State Appeals Process—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

PREFORMAL-OBSERVATION INSTRUMENT
(Teacher should complete before a formal observation.)

_____	_____	_____
Teacher	Date Pre-Conference	School
_____	_____	_____
Subject Area	Period/Time	Grade/Level

Professional Growth Plan Performance Area:
(Must be aligned with school goals in PD & Transformation)

Total # of Students in class _____

1. What are the lesson objectives? _____
_____
_____

2. To which learner academic expectation is this lesson designed? #_____

3. How will you evaluate the students' mastery of the objective?

4. Which if any of the following steps of the teaching act may occur?
__ Develop anticipatory set
__ State objectives
__ Provide input
__ Model ideal behavior
__ Check for comprehension
__ Provide guided practice
__ Provide independent practice
__ Achieve closure

5. Is this experience
_____ review or
_____ new learning?

6. List any specific teaching behaviors you would like monitored.

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

_____ _____
Teacher's Signature Date Assessor's Signature Date

Teacher Standard II **CREATES/MAINTAINS ENVIRONMENTS**

Standard Statement: The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

☐ **E** ☐ **M** ☐ **P** ☐ **N**

PC

PERFORMANCE DEMONSTRATORS:	FO1					FO2					FO3				
	E	SP	IN	NS	NO	E	SP	IN	NS	NO	E	SP	IN	NS	NO
IECE 1. Creates the physical, social, and temporal environment to engage children and maximize learning aligned with Kentucky Learner Goals.															
IECE 2. Creates and maintains developmentally and individually appropriate activity-based learning environments.															
IECE 3. Maintains a healthy and safe environment.															
IECE 4. Provides developmentally and individually appropriate indoor and outdoor environments.															
IECE 5. Creates environments that recognize and value diversity as a strength in children and families.															
IECE 6. Adapts environments to support children with special needs and disabilities.															
IECE 7. Creates, evaluates, and selects technology, materials, and media to enhance the learning environment.															
IECE 8. Facilitates positive interaction between children and adults.															
IECE 9. Uses positive guidance techniques to foster children's self-regulation.															
IECE10. Uses responsive techniques to nurture appropriate social interaction and social competence.															
IECE11. Functions within legal, ethical, and professional guidelines.															
IECE12. Applies adult learning principles in supervising and training adults.															

Formative Observation 1

Assessor Comments:
Teacher Comments:

Formative Observation 2

Assessor Comments:
Teacher Comments:

Formative Observation 3

Assessor Comments:
Teacher Comments:

Legends: E - Exceeds Standard M - Meets Standard P – Partially Meets Standard N - Not Met Standard
IECE - Interdisciplinary Early Childhood Educators—Birth to Primary

Teacher Standard IV **ASSESSES & COMMUNICATES LEARNING RESULTS**

Standard Statement IV: The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.

☐ **E** ☐ **M** ☐ **P** ☐ **N**

PC

PERFORMANCE DEMONSTRATORS:	FO1					FO2					FO3				
	E	SP	IN	NS	NO	E	SP	IN	NS	NO	E	SP	IN	NS	NO
IECE 1. Uses developmentally appropriate and authentic assessments to determine child needs, to plan individualized learning experiences, and to develop and implement IFSPs and IEPs.															
IECE 2. Selects, creates, adapts, and uses multiple modes and methods of assessments which are sensitive to the unique cultural and learning needs of the child.															
IECE 3. Actively involves families and other team members in the assessment process.															
IECE 4. Systematically collects, organizes, and records ongoing assessment data to monitor child progress.															
IECE 5. Monitors, summarizes, and evaluates the acquisition of child and family outcomes as outlined in the IEP or the IFSP.															
IECE 6. Effectively communicates assessment results and ongoing child progress with families and other team members in everyday language, including native language and communicative mode.															

Formative Observation 1

Assessor Comments:
Teacher Comments:

Formative Observation 2

Assessor Comments:
Teacher Comments:

Formative Observation 3

Assessor Comments:
Teacher Comments:

Legends: E - Exceeds Standard M - Meets Standard P – Partially Meets Standard N - Not Met Standard
IECE - Interdisciplinary Early Childhood Educators—Birth to Primary

Teacher Standard VI COLLABORATES WITH COLLEAGUES/FAMILIES/OTHERS

Standard Statement VI: The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

☐ **E** ☐ **M** ☐ **P** ☐ **N**

PC

PERFORMANCE DEMONSTRATORS:	FO1					FO2					FO3				
	E	SP	IN	NS	NO	E	SP	IN	NS	NO	E	SP	IN	NS	NO
IECE 1. Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings.															
IECE 2. Seeks and encourages the participation of families as partners in promoting the child's development, sharing information, making decisions, and implementing and evaluation program plans for the child.															
IECE 3. Consults and collaborates with team members to promote the child's development, share information, make decisions, implement, and evaluate program plans for the child.															
IECE 4. Seeks advice and collaborates with community members and agencies to provide resources, promote child development, and increase learning in early childhood settings.															
IECE 5. Articulates the individual outcomes and unique needs for each child to assistants, staff, and volunteers.															
IECE 6. Provides ongoing constructive feedback to team members about professional practices.															
IECE 7. Collaborates with families and other team members to support successful transition to next setting.															

Formative Observation 1

Assessor Comments:
Teacher Comments:

Formative Observation 2

Assessor Comments:
Teacher Comments:

Formative Observation 3

Assessor Comments:
Teacher Comments:

Legends: E - Exceeds Standard M - Meets Standard P – Partially Meets Standard N - Not Met Standard
IECE - Interdisciplinary Early Childhood Educators—Birth to Primary

Teacher Standard VIII — SUPPORTS FAMILIES

Standard Statement VIII: The IECE educator supports families through family-centered services that promote independence and self-determination.

☐ E ☐ M ☐ P ☐ N

PC

PERFORMANCE DEMONSTRATORS:	FO1					FO2					FO3				
	E	SP	IN	NS	NO	E	SP	IN	NS	NO	E	SP	IN	NS	NO
IECE 1. Assists families in articulating resources, priorities, and concerns.															
IECE 2. Demonstrates sensitivity to characteristics of each child's family and community and shows respect for cultural preferences and socioeconomic influences.															
IECE 3. Implements a continuum of family-centered services which support child development.															
IECE 4. Informs families of program objectives, procedures, and legal rights.															
IECE 5. Applies adult learning principles to parent education activities.															
IECE 6. Promotes family participation in adult education opportunities and school and community activities.															
IECE 7. Demonstrates knowledge of family structure, style, and stages of family and adult development.															
IECE 8. Communicates with families and other team members in everyday language including their native language and communicative mode, using interpreters if appropriate.															

Formative Observation 1

Assessor Comments:

Teacher Comments:

Formative Observation 2

Assessor Comments:

Teacher Comments:

Formative Observation 3

Assessor Comments:

Teacher Comments:

Legends: E - Exceeds Standard M - Meets Standard P – Partially Meets Standard N - Not Met Standard
IECE - Interdisciplinary Early Childhood Educators—Birth to Primary

TEACHER STANDARD X — DEMONSTRATES PROFESSIONALISM

Standard Statement X: The IECE educator demonstrates professionalism.

☐ E ☐ M ☐ P ☐ N

PC

PERFORMANCE DEMONSTRATORS:	FO1				FO2				FO3			
	E	M	P	N	E	M	P	N	E	M	P	N
IECE 1. Evaluates self to identify needs for instructional improvement.												
IECE 2. Assists in developing/revising professional growth plan aligned with evaluation results, annual school improvement plans, and school/district/state goals and missions.												
IECE 3. Participates actively in professional development activities (continuing education, workshops, seminars, action-based research, teacher networks, etc.) and implements as requested by principals.												
IECE 4. Shares instructional materials, information, ideas with colleagues.												
IECE 5. Maintains appropriate confidentiality regarding students' behaviors and performances.												
IECE 6. Upholds and models Kentucky's School Personnel Code of Ethics.												
IECE 7. Follows proper channels to address issues and problems.												
IECE 8. Meets assigned time frames as stipulated.												
IECE 9. Serves on various school/district committees.												
IECE 10. Follows school/district policies and procedures including employee time, attendance and punctuality.												
IECE 11. Performs duties/responsibilities and other extra duties/responsibilities consistent with contract/job descriptions, evaluation results, and school and community goals.												
IECE 12. Participates and supports the annual planning process.												
IECE 13. Helps implement the activities in the annual school improvement plans.												
IECE 14. Demonstrates growth/improvement in appropriate knowledge/skills areas identified in the annual school improvement plans.												
IECE 15. Assesses and provides instruction and materials to meet the needs of diverse students.												

Formative Observation 1

Assessor Comments:
Teacher Comments:

Formative Observation 2

Assessor Comments:
Teacher Comments:

Formative Observation 3

Assessor Comments:
Teacher Comments:

Legends: E - Exceeds Standard M - Meets Standard P – Partially Meets Standard N - Not Met Standard
IECE - Interdisciplinary Early Childhood Educators—Birth to Primary

* Locally Developed Standards and Demonstrators

INFORMAL OBSERVATION REPORT

Teacher: _____

Teacher Agreement: _____ _____ _____
Yes/No **Signature** **Date**

Assessor: _____ _____
Signature **Date**

Class/Subject _____ Time/Period_____ Date_____

Standard/Criteria Observed

I.	1	2	3	4	5	6										
II.	1	2	3	4	5	6	7	8	9	10	11	12				
III.	1	2	3	4	5	6	7	8								
IV.	1	2	3	4	5	6										
V.	1	2	3	4	5	6										
VI.	1	2	3	4	5	6	7									
VII.	1	2	3	4	5	6	7									
VIII.	1	2	3	4	5	6	7	8								
IX.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
X.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Assessor Comments:

Teacher Comments:

HANCOCK COUNTY TEACHER PROFESSIONAL GROWTH PLAN

Teacher:_____ School:_____

Grade/Subject: _____ Beginning Date:_____

Assessor: _____ Ending Date: _____

Circle: Enrichment or Intensive Assistance

Growth Outcome(s) Desired Present Stage of Development: Awareness _____ Preparation _____ Implementation _____ Refinement _____	
Activities (use back of page for additional activities)	
Method(s) of Evaluating Outcome(s)	Support from Assessor and Others
Teacher Comments:	Assessor Comments:

This plan is aligned with specific goals objectives of the school improvement/transformation and professional development plans. 204 KAR 3:345 Section 1:14

_____ _____
Signature of Teacher Date

_____ _____
Signature of Assessor Date

This plan must be reviewed/revised annually for all teachers.

_____ Date _____ _____ _____
Signature of Teacher revised reviewed achieved

_____ Date _____ _____ _____
Signature of Assessor revised reviewed achieved

HANCOCK COUTNY PUBLIC SCHOOLS
HAWESVILLE, KENTUCKY

"Not Met Standard" or Unsatisfactory documentation.
(Use Reverse Side and Additional Pages if needed.)

Attach:
Teacher Assistance Professional Growth Plan
Representative Team log of activities
Employee Assistance Record

Documentation of specific facts for the final "Not Met Standard" or unsatisfactory assessment for tenure and non-tenure personnel shall be submitted in the space herein provided and submitted as apart of the space herein provided and submitted as a part of the official assessment report. Facts for unsatisfactory evaluation of tenure personnel shall be documented under one or more of the following: Insubordination, Immoral character or Conduct Unbecoming a Teacher, Physical or Mental Disability, or Inefficiency, Incompetency, or Neglect of Duty.

Superintendent/Principal Recommendations:

_____ Retention

_____ Reassignment

_____ Termination

_____
Signature

_____
Signature of Assessee Date

_____
Signature of Assessor Date

Distribution: Copy to Superintendent, Teacher, Assessor

EMPLOYEE ASSISTANCE RECORD

	Dates			
Observation				
Professional Growth Plan Developed				
Request for Assistance Team				
Principal/Supervisor/Teacher Meeting to explain assistance				
1st Meeting of Assistance Team				
2nd Meeting of Assistance Team				
3rd Meeting of Assistance Team				
4th Meeting of Assistance Team				
Summative Evaluation				
Conference with Superintendent and/or Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

Signatures:

Principal _____

Team Members_____

_____

_____

_____

_____

_____

Job Description (Continued)

Performance Responsibilities (Continued)

8. Assesses the accomplishments, academic and social growth of students on a regular basis and provides progress reports to students and parents as required

9. Communicates with parents through report cards, notes, conferences and other means to discuss pupil's progress and interpret the school program

10. Instructs pupils in citizenship and basic subject matter as specified in state law and administrative procedures of the District

11. Maintains professional competence through in-service education activities provided by the District and other self-selected professional growth activities.

12. Participates cooperatively with the appropriate administrator to develop the method by which the teacher will be evaluated in conformance with District guidelines.

13. Selects and requisitions books and instructional materials; maintains required inventory records.

14. Responsible for supervising pupils in and out-of-classroom activities during the assigned working day.

15. Administers group standardized tests in accordance with District testing program and uses the results in subsequent lesson planning.

16. Participates in curriculum development activities to improve the instructional programs.

17. Attends Staff meetings, serves on staff committees and participates in the sponsorship of pupil activities.

18. Maintains all grades in an approved record book and turns in completed record book at the end of the school year.

19. Performs other duties consistent with the position assigned as may be requested by the Principal.

I hereby certify that I have read and fully understand the job description above as presented to me by the Hancock County Board of Education.

Employee Signature Date Personnel Representative

UPDATED MARCH 2009

PROFESSIONAL GROWTH PROCESS

Professional Development Needs

School _____ Year _____

Staff Member	Professional Growth Plan Criterion/Objective	Stage of Development

DISTRICT PROFILE SHEET

District_____Address_____

Superintendent_____

Evaluation Contact Person_____

Date of Last Revision_____

Teacher, IECE Teacher, & Media Director Evaluation Process

Non-tenured Teachers, IECE Teachers, & Media Directors

Cycle for Evaluation of Employee_____
Pre-conference _____required _____optional

Number of observations required_____

Type of observations_____

Timeline for observations (Dates)_____

Timeline for summative conference_____

Timeline for individual professional growth plan_____

Tenured Teachers
Cycle for Evaluation of Tenured Teachers_____
Pre-conference _____required _____optional

Number of observations_____

Type of observations_____

Timeline for observations (Dates)_____

Timeline for summative conference_____

Timeline for individual professional growth plan_____

Date Evaluations are due in Central Office_____

Administrator
(Asst. Superintendent, Principal, Asst. Principal, Special Education Coordinator, School Psychologist)
& Guidance Counselor Evaluation Process

Cycle for evaluation of administrators_____

Growth plan development cycle_____

Formative/Goal Setting Conference_____

Timeline for summative evaluation_____

Date Evaluations are due in Central Office_____

KRS 156.557 section	704 KAR 3:345 section	Page Number in District Plan where Evidenced* Teacher Forms	Administrator Forms	C. Teacher and Administrator Evaluation forms include:
	5 (1)	20-24		1. Specific descriptors or indicators that can be measured or observed and recorded
(2)		20-24		2. List of performance criteria for teachers and administrators:
(a)		20, 23, 24		• Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results
(b)		21-23		• Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research..., or school management skills based on validated managerial practices
(c)		21-23		• Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques
(d)		21 (Standard II-2), 24		• Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences
(e)		21-23		• Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others
(f)		20, 22, 23, 24		• Performance of duties consistent with school, community goals and administrative regulations
(g)		20-23		• Demonstration of use of resources, including technology
(h)		23, 24		• Demonstration of professional growth
(i)		20, 24		• Adherence to the professional code of ethics
(j)		20-23, 24		• Attainment of other established EPSB standards not included in above
(6)				**D. Appeals process that includes:**
	7 (1)	9-11, 17		1. Right to a hearing
	7 (2)	10		2. Opportunity to review all documentation submitted by both parties reasonably in advance
	7 (3)	10		3. Right to presence of chosen representative
	9	11, 17-18		4. Opportunity to appeal to Kentucky Board of Education

***Section C** must also be completed for any evaluation forms used in addition to teacher forms or administrator forms. For example, if a specific form has been developed for use when evaluating media specialists, you must indicate the page number of the media specialist's evaluation form on which required components are evidenced.

HANCOCK COUNTY SCHOOLS

Media Director

PROFESSIONAL GROWTH

ASSESSMENT

SYSTEM

HANCOCK COUNTY BOARD OF EDUCATION

APPROVED	JUNE 24, 1997
REVISED	MAY 24, 2001
REVISED	MARCH 26, 2009

DESIGNATED CONTACT PERSON

Dr. Ann L. Evans
Assistant Superintendent of Instruction
Hancock County Board of Education
83 State Route 271 North
Hawesville, KY 42348

(270) 927-6914

CRITERIA

The following criteria gave guidance to the development of the Media Director assessment system. It will also be used periodically to assess the effectiveness of the system.

1. Has professional growth as a primary focus.
2. Can be used fairly and effectively with all media directors.
3. Performance standards are consistent with research-based effective media resource practices.
4. Performance standards correlate with state student performance standards and EPSB Media Director standards.
5. Provides measurable and/or observable and clearly state performance standards.
6. Identifies Media Directors who need clinical assistance while crediting directors who demonstrate exceptional performance.
7. Provides for Media Director self-assessment.
8. Give consideration to available resources, time, and expertise.
9. Provides for formal, informal, and optional data sources for the formative process.
10. Meets the requirements of 704 KAR 3:345.

PURPOSE

The purpose of the assessment system shall be to improve media services to students, foster professional growth, provide a measure of performance accountability to citizens, provide encouragement and incentive for employees to improve performance, support individual personnel decisions, and give credit to media directors for exceptional performance.

MEDIA DIRECTOR PERFORMANCE STANDARDS

The performance standards adopted for the Hancock County Media Director Assessment System are consistent with current research and best practices with regard to effective administering. They are also reflective of the student performance standards set by the state. They are organized and defined as stand alone standards so each one can be addressed in the assessment and professional growth processes independent of and/or combined with other standards.

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

Standard II: Library Media Specialist Demonstrates Proficiency as Teacher.

Standard III: Library Media Specialist Demonstrates Proficiency as Instructional Partner.

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

Standard V: Library Media Specialist Demonstrates Professionalism.

standards can be completed. For non-tenured Media Directors the planning conference will be conducted annually.

2. **Formative Assessment**

Formative assessment is a component of the system which requires the assessor to collect data/information about Media Director performance including formal observations of the Media Director in action and to interact with the Media Director about the observation.

Formative - is the accumulation of data. Data collection either formal, informal, or alternatives must be made annually on all Media Directors. Tenured Media Directors must have one formal observation per cycle (once every three years) and then may agree with their assessor on alternative methods of assessment leading to formative data gathering for the other two years.

The "Pre-Observation Instrument" must be completed by the Media Director and given to the assessor.

Formal Observation - A cycle is three years for tenured Media Directors, and one year for non-tenured Media Directors. One formal observation is required per cycle for tenured Media Directors, two formal observations are required per cycle for non-tenured Media Directors, and three formal observations are required per cycle for interns by state regulation except when an unsatisfactory observation has occurred, then at least one additional observation is required. The instrument to utilize in making a formal observation is entitled "Hancock County Formative/Summative Assessment Instrument" for years 2-4 non-tenured teachers and tenured teachers. The KTIP-TPA instrument will be used for interns (year 1 teachers.) One of the following "E" for Exceeds Standard, "M" for Meets Standard, "P" for Partially Meets Standard, and "N" for Not Met Standard in the FO1 (Formal Observation 1), FO2, or FO3 is placed in the rating column for demonstrators for each standard. A post-observation conference must be conducted within five working days of an observation at which time it must be signed by both parties and copies retained by both parties and filed in the Media Directors assessment file within his or her personnel file. The "Formal Observation Report" along with the "Hancock County Formative/Summative Assessment Instrument" should be completed and serve as the basis of the conference.

Informal Observation - Informal observation data can be included as formative data so long as the observation is done openly. The Media Director does not have to be informed in advance, but the Media Director must be given a copy of the "Informal Observation Report" to sign before it is placed as part of the formative data for the cycle during a post-observation conference which must be conducted five working days after the observation. The Media Director may add written comments to the report before it is placed in the Media Director's assessment file.

Third-Party Observations - If requested by the Media Director, observations by another teacher trained in the Media Director'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 Media Director 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 Media Director's written request, the evaluator shall select the third-party observer.

Alternative/Optional Methods of Data Collection - Alternative/Optional methods of data collection may be used if agreed upon by both Media Director and assessor. Section 5 of KRS 156.101

employment without an "Intensive Assistance Plan." Before being granted tenure status, a Media Director must be checked "Exceeds Standard" or "Meets Standard" on all the standards. An assessor must also complete the "Hancock County Summative Assessment Report" which shall be signed during the required summative conference by both the assessor and the Media Director both of whom shall retain a copy. A copy must also be filed in the evaluatees official personnel file. Summative assessment must be completed for non-tenured Media Directors by April 1 and for tenured Media Directors by April 15 for each cycle.

4. **Professional Growth Plans** - A professional growth plan is a written plan for improvement of knowledge and/or skills needed or desired by the Media Director to demonstrate a high level of proficiency. The plan will guide the improvement addressed during the formative stage of the system. It will assist the Media Director in taking steps to improve and give direction to the assessor for providing assistance to the Media Director during the new assessment cycle. The professional growth plan for all Media Directors shall be reviewed/revised annually. The plan is aligned with specific goals/objectives of the Comprehensive School Improvement Plan 204 KAR 3:345 Section 1-14.

"Enrichment" Plan - Any Media Director, who did not have a standard checked "Not Met Standard", and their assessor shall jointly develop the "Media Director Professional Growth Plan" which shall be reviewed/revised annually for all Media Directors. The plan shall be checked "Enrichment" and shall have a time frame of no less than the next assessment cycle for the Media Director. It will serve as a guide for professional growth by the Media Director and shall be signed by both parties, each of whom shall retain a copy. The results of the summative assessment shall serve as a basis for the "Media Director Professional Growth Plan." The Media Director must jointly with the assessor incorporate any standard and appropriate demonstrators checked "Partially Meets Standard" into his/her plan. Media Director Professional Growth Plans must be completed for non-tenured Media Directors by April 15 and for tenured Media Directors by April 30 for each cycle.

"Intensive Assistance" Plan - Any Media Director, who did have a standard checked "Not Met Standard", and their assessor shall jointly develop the "Media Director Professional Growth Plan" which shall be reviewed/revised annually for all Media Directors. The plan shall be checked "Intensive Assistance" and shall have a time frame of no less than the next assessment cycle for the Media Director. It will serve as a guide for professional growth by the Media Director and shall be signed by both parties, each of whom shall retain a copy. The results of the summative assessment shall serve as a basis for the "Media Director Professional Growth Plan." The Media Director must, jointly with the assessor, incorporate any standard and appropriate demonstrators checked "Not Met Standard" into his/her plan. Media Director Professional Growth must be completed for non-tenured Media Directors by April 15 and for tenured Media Directors by April 30 for each cycle.

Growth Outcome Desired - The performance expected of the Media Director after having participated in a growth plan. Growth should be specific, measurable, and directly related to needs. One growth area may meet several needs, or, if the needs are written in general statements, more than one growth area may be required to address a single need. Growth desired should be written so as to place the responsibility for the outcome on the Media Director.

Media Director Activity(ies) - Actions/Experiences that will aid the Media Director in meeting the growth desired. Activities could vary from reading a professional publication to participating in an intensive training program. Activities should be realistic, cost-effective, and directly related to one or more growth areas.

The appeals panel shall annually select a chairperson from the panel members who shall be responsible for scheduling and facilitating the activities of the panel and for communicating on behalf of the panel to all parties involved in any appeal. Meetings of the Appeal Panel will be called by the chairman as needed. Detailed minutes of the panel meetings shall be recorded and made a part of the panel's recommendation(s).

Appeals Process - To appeal an assessment the Media Director must make a written request for a hearing to the appeals panel within ten (10) working days of the receipt of the summative assessment. A copy of the request must be submitted to the assessor and superintendent and must include a justification for such a request.

Both the Media Director and assessor shall submit four (4) copies of the documentation to be reviewed by each other and by the appeals panel within ten (10) days. Confidentiality will be encouraged. Only people involved in the appeal shall review the documentation.

The panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the chair and set time and place of the hearing. Panel members during the hearing may pose additional questions.

The hearing will be held at a time and place set by the panel within fifteen (15) days of the receipt of the letter of request. The Media Director and assessor will be notified of said time and invited to appear before the panel, respond to the appeal, and to answer questions from the panel. The Media Director and the assessor have a right to see all documentation that has been submitted to the panel reasonably in advance. All parties have the right to representation during the hearing. For official records, the hearing will be audio taped and a copy provided to both parties if requested in writing. Only panel members, the Media Director, the assessor, and representatives will be present at the hearing. Witnesses may be present, but will be called in one at a time and will not be allowed to observe the proceedings. All discussions among panel members, Media Director, assessor, witnesses, and representatives at the hearing must be confined to the hearing(s).

The following procedures will be followed during the hearing:

a. Chairperson will convene hearing, cover procedures, and clarify the responsibility of the panel.
b. Each party will be allowed to make a statement of claim. The Media Director will begin.
c. The panel may question the Media Director and assessor.
d. Each party will be asked to make closing remarks.
e. The chairperson of the panel will make closing remarks.

The panel will deliberate and issue its written findings within fifteen (15) working days of the hearing to the Superintendent, the assessor, and the Media Director.

The panel's report to the Superintendent shall include a brief summary of the meetings held and the process used to make the recommendation(s). A copy of the panel's report and recommendation(s) shall be given to the employee submitting the appeal and the assessor. If the panel's recommendation is not unanimous the dissenting member may present a minority report.

After reviewing the panel's report and recommendation(s) the Superintendent may order a second assessment. In the event a new assessment is called a certified assessor other than the first assessor will assess the Media Director.

TIMELINES

	STEP	EVENT	*DATE
BEGIN	1	Pre-Assessment Orientation	August 31 (No later than the end of the first month of employment)
	2	Pre-Assessment Planning Conference	October 15
	3	Formal and informal observations, third-party observation requests, reports, conferences for non-tenured media directors	February 15
	4	Summative Assessment Report and conference for non-tenured media directors	April 1
	5	Professional Growth Plan for non-tenured media directors finalized and submitted to the central office.	April 15
	6	Formal and informal observations, reports, conferences for tenured media directors.	March 30
	7	Summative Assessment Reports and conference for tenured media directors (end of cycle).	April 15
	8	Professional Growth Plan finalized for tenured media directors.	April 30
	9	Submit summative assessment report to central office for tenured media directors.	May 15

*Complete event on or before date given.

STAGES OF DEVELOPMENT RELATED TO OUTCOMES AND PROFESSIONAL DEVELOPMENT STRATEGIES

Stage of Professional Development	Desired Practitioner Outcomes for Training	Appropriate Training Strategies and Staff Development Processes for Maximum Growth
1. Orientation/Awareness Stage at which practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program.	• 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.	• Provide information on key concept. • Address personal concerns. • Present exemplars and non-exemplars. • Define competencies and requirements to implement program. • Provide opportunities for exploration.
2. Preparation/Application Stage at which practitioners develop the skills and processes to begin program implementation.	• 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.	• Model skills and processes. • Simulate tasks and processes. • Provide coaching and feedback. • Observation of exemplary programs.
3. Implementation/Management Stage at which practitioners learn to master the required tasks for implementation of the program in their workplace.	• 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.	• Mentoring • Technical Assistance • Coaching • Networking of Resources • Visitation of successful programs in operation.
4. Refinement/Impact Stage at which practitioners vary the use of practices to achieve maximum impact on student achievement.	• 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.	• Networking with consultants and other practitioners operating at impact range. • Regional and national sharing conferences. • Serving as training facilitators to programs.

MEDIA DIRECTOR PROFESSIONAL GROWTH ASSESSMENT

Hancock County Schools

INTRODUCTION

The Hancock County Schools Professional Growth Assessment System focuses on helping the Media Director achieve the standards and demonstrators developed by the Kentucky Department of Education's Division of Certification and approved by the state board for Media Directors. No Media Director is expected to be effective in all the standards and demonstrators at the beginning of their career. Media Directors will be working to achieve growth on some of the experienced Media Director demonstrators throughout their career. Media Directors will not be accountable for growth in all the standards and demonstrators during one assessment cycle. Together the Media Director and the assessor will select the demonstrators that will be the focus for professional growth during the assessment cycle.

SYSTEM SUMMARY

The assessment system consists of five components. Tenured Media Directors have a three (3) year assessment cycle but will be observed periodically throughout the three (3) years. Non-tenured Media Directors have a one-year (1) assessment cycle.

1. **Pre Assessment Orientation**—Orientation to the Hancock County Professional Growth Assessment System shall be conducted annually for all Media Directors by August 31st of each school year (no later than the end of the first month of employment for a Media Director). A Pre-Assessment Conference shall be conducted with each Media by October 15th of each school year. The assessor and the Media Director will jointly select the demonstrators that will be the focus for professional growth during the cycle and shall document by circling these demonstrators on the "Hancock County Professional Growth Formative/Summative Assessment Instrument." In situations where consensus cannot be reached, the administrator shall make the selection of demonstrators. The Media Director may appeal at the conclusion of the cycle upon receipt of the summative reports.
2. **Formative Assessment**— Formative data must be collected annually for all Media Directors. Non-tenured Media Directors shall have a minimum of two formal observations conducted per cycle using the "Hancock County Professional Growth Formative/Summative Assessment Instrument" and the "Formal Observation Report." Interns shall have a minimum of three formal observations conducted per cycle using the KTIP-TPA system. Tenured Media Directors shall have a minimum of one formal observation conducted per cycle; except when an unsatisfactory observation has occurred, then at least one additional observation is required. Any additional formal observations for all Media Directors are the discretion of the assessor. Informal observations to obtain formative data may be conducted by the assessor without notifying the Media Director in advance so long as the observation is done openly using the "Informal Observation Report." Third-party observations may be requested by the evaluatee no later than February 15th of the academic year that the summative evaluation occurs. The assessor must conduct a post-observation, and the Media Director and the assessor must sign and date the appropriate report and copies given to both parties. All assessments shall be maintained in the employee's file. Alternative/optional methods of formative data collection such as lesson plans, videos, and portfolios may be used if agreed upon by both Media Director and assessor. Using the formative data, assessors are to check "E" for Exceeds Standard, "M" for Meets Standard, "P" for Partially Meets Standard, or "N" for Not Met Standard on the "Hancock County Professional Growth Formative/Summative Assessment Instrument for the appropriate previously selected

Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

The appeal procedures shall be as follows:

- 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.

- 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.

- A brief, written statement, and other documents which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

- A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

- A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

HANCOCK COUNTY FORMATIVE/SUMMATIVE ASSESSMENT INSTRUMENT FOR MEDIA DIRECTORS

MEDIA DIRECTOR: _____ **DISTRICT:** _____ **DATE:** _____
ASSESSOR: _____ **TITLE:** _____

Instructions: During the planning conference please indicate growth demonstrators for the cycle by placing a "√" in front of the selected demonstrators. During the preview conference, and each formative check, please indicate progress by checking the appropriate columns for the demonstrators selected for growth in the planning conference. For the summative, also place a "√" for the overall rating for the standards.

STANDARD I

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

E M P N

PC		FO1				FO2				FO3			
	Performance Demonstrators:	E	M	P	N	E	M	P	N	E	M	P	N
___	1. Plans long-range goals of the Library Media Program with faculty, administration, and students.												
___	2. Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the Library Media Program												
___	3. Administers the budget according to the goals and objectives of the program.												
___	4. Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the Library Media Program.												
___	5. Develops Library Media Program policies, eg. materials selection, collection development, circulation, challenged materials, copyright, and technology.												
___	6. Administers a Library Media Program that utilizes flexible access.												
___	7. Develops plans for maintaining a technologically current facility and program.												
___	8. Organizes, classifies, and catalogs library materials; following nationally recognized professional standards such as AACR2R (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, Sears or Library of Congress subject headings, MARC format.												
___	9 Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.												
___	10. Evaluates programs, services, facilities, and materials informally and formally on a continuous basis - identifying strengths and weaknesses.												
___	11. Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by student and faculty.												
___	12. Publicizes the Library Media Programs, services, and materials through newsletters, announcements, and other innovative ways.												
___	13. Is responsible for the proper use of the facility, materials, and equipment.												
___	14. May plan and/or participate in special projects or proposals, eg. book fairs.												
___	15. Trains and supervises Library Media Program clerical staff, volunteers, and student helpers.												
___	16. Follows the SBDM approved selection policy that includes a procedure for the reconsideration of materials.												
___	17. Keeps automated catalog current utilizing authority control.												
___	18. Maintains statistical records and shelf list needed to verify collection of the library media center holdings.												
___	19. Makes general repairs, weeds collection, and takes annual inventory												
___	20. Makes the library media center and its resources accessible to students and faculty.												
___	21. Facilitates the circulation of materials among schools in the district or with other agencies.												
___	22. Provides the resources and promotes recreational reading for the school community.												
___	23. Follows the school's policies and procedures.												
___	24. Promotes compliance with the copyright law.												
___	25. Handles concerns of others in a positive and professional manner to protect the users' rights to privacy and confidentiality.												

Formative Observation 1

Assessor Comments:
Teacher Comments:

Formative Observation 2

Assessor Comments:
Teacher Comments:

Formative Observation 3

Assessor Comments:
Teacher Comments:

E - Exceeds Standard M - Meets Standard P – Partially Meets Standard N - Not Met Standard

STANDARD III

Standard Statement III: Library Media Specialist Demonstrates Proficiency as Instructional Partner

E M P N

PC

Performance Demonstrators:	FO1				FO2				FO3			
	E	M	P	N	E	M	P	N	E	M	P	N
___ 1. Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.												
___ 2. Exercises a leadership role and serves as a catalyst in ensuring the Library Media Program is central to the instructional program of the school.												
___ 3. Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.												
___ 4. Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.												
___ 5. Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprint materials.												
___ 6. Assists faculty in the selection of materials to supplement instruction.												
___ 7. Establishes positive rapport with staff and students.												
___ 8. Maintains effective communications with staff and students, e.g. informs faculty and students of new acquisitions and services.												
___ 9. Plans and implements a Library Media Program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of KERA and the academic expectations.												

Formative Observation 1

Assessor Comments:

Teacher Comments:

Formative Observation 2

Assessor Comments:

Teacher Comments:

Formative Observation 3

Assessor Comments:

Teacher Comments:

E - Exceeds Standard M - Meets Standard P – Partially Meets Standard N - Not Met Standard

STANDARD V

Standard Statement V: Library Media Specialist demonstrates professionalism.

E M P N

PC

PERFORMANCE DEMONSTRATORS:	FO1				FO2				FO3			
	E	M	P	N	E	M	P	N	E	M	P	N
___ 1. Evaluates self to identify needs for instructional improvement.												
___ 2. Assists in developing/revising professional growth plan aligned with evaluation results, annual school improvement plans, and school/district/state goals and missions.												
___ 3. Participates actively in professional development activities (continuing education, workshops, seminars, action-based research, teacher networks, etc.) and implements as requested by principals.												
___ 4. Shares instructional materials, information, ideas with colleagues.												
___ 5. Maintains appropriate confidentiality regarding students' behaviors and performances.												
___ 6. Upholds and models Kentucky's School Personnel Code of Ethics.												
___ 7. Follows proper channels to address issues and problems.												
___ 8. Meets assigned time frames as stipulated.												
___ 9. Serves on various school/district committees.												
___ 10. Follows school/district policies and procedures including employee time, attendance and punctuality.												
___ 11. Performs duties/responsibilities and other extra duties/responsibilities consistent with contract/job descriptions, evaluation results, and school and community goals.												
___ 12. Participates and supports the annual planning process.												
___ 13. Helps implement the activities in the annual school improvement plans.												
___ 14. Demonstrates growth/improvement in appropriate knowledge/skills areas identified in the annual school improvement plans.												
___ 15. Assesses and provides instruction and materials to meet the needs of diverse students.												

Formative Observation 1

Assessor Comments:
Teacher Comments:

Formative Observation 2

Assessor Comments:
Teacher Comments:

Formative Observation 3

Assessor Comments:
Teacher Comments:

E - Exceeds Standard M - Meets Standard P – Partially Meets Standard N - Not Met Standard

* Locally Developed Standards and Demonstrators

INFORMAL OBSERVATION REPORT

Media Director: _____

Media Director Agreement: _____ _____ _____
Yes/No **Signature** **Date**

Assessor: _____ _____
Signature **Date**

Class/Subject _____ Time/Period_____ Date_____

Standard/Criteria Observed

I. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

II. 1 2 3 4 5 6 7 8 9 10 11 12

III. 1 2 3 4 5 6 7 8 9

IV. 1 2 3 4 5 6 7

V. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Assessor Comments:

Media Director Comments:

HANCOCK COUNTY MEDIA DIRECTOR PROFESSIONAL GROWTH PLAN

Media Director:_____ School:_____

Grade/Subject: _____ Beginning Date:_____

Assessor: _____ Ending Date: _____

Circle: Enrichment or Intensive Assistance

Growth Outcome(s) Desired Present Stage of Development: Awareness _____ Preparation _____ Implementation _____ Refinement _____	
Activities (use back of page for additional activities)	
Method(s) of Evaluating Outcome(s)	Support from Assessor and Others
Media Director Comments:	Assessor Comments:

This plan is aligned with specific goals objectives of the school improvement/transformation and professional development plans. 204 KAR 3:345 Section 1:14

_____ _____

Signature of Media Director Date

_____ _____

Signature of Assessor Date

This plan must be reviewed/revised annually for all Media Directors.

_____ Date _____ _____ _____

Signature of Media Director revised reviewed achieved

_____ Date _____ _____ _____

Signature of Assessor revised reviewed achieved

HANCOCK COUNTY PUBLIC SCHOOLS

HAWESVILLE, KENTUCKY

"Not Met Standard" or Unsatisfactory documentation.
(Use Reverse Side and Additional Pages if needed.)

Attach:
Media Director Assistance Professional Growth Plan
Representative Team log of activities
Employee Assistance Record

Documentation of specific facts for the final "Not Met Standard" or unsatisfactory assessment for tenure and non-tenure personnel shall be submitted in the space herein provided and submitted as apart of the space herein provided and submitted as a part of the official assessment report. Facts for unsatisfactory evaluation of tenured personnel shall be documented under one or more of the following: Insubordination, Immoral Character or Conduct Unbecoming a Media Director, Physical or Mental Disability, or Inefficiency, Incompetence, or Neglect of Duty.

Superintendent/Principal Recommendations:

_____ Retention

_____ Reassignment

_____ Termination

_____
Signature

_____
Signature of Assessee Date

_____
Signature of Assessor Date

Distribution: Copy to Superintendent, Media Director, Assessor

EMPLOYEE ASSISTANCE RECORD

	Dates			
Observation				
Professional Growth Plan Developed				
Request for Assistance Team				
Principal/Supervisor/Media Director Meeting to explain assistance				
1st Meeting of Assistance Team				
2nd Meeting of Assistance Team				
3rd Meeting of Assistance Team				
4th Meeting of Assistance Team				
Summative Evaluation				
Conference with Superintendent and/or Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

Signatures:

Principal _____

Team Members_____

_____

_____

_____

_____

_____

PERSONNEL

-- Certified Personnel —

Job Description (Continued)

Performance Responsibilities (Continued)

13. Prepares, recommends to the Principal and administers the library budget.
14. Supervises library aides in the performance of their duties.
15. Participates actively in library and other educational and professional activities on the local, state and national level.
16. Disposes of obsolete and worn materials from the collection on an annual basis and maintains a complete inventory.
17. Supervises the clerical routines necessary for the smooth operation of the library.
18. Reports to the Principal annually on accreditation standards (Southern Association of Colleges and Schools and the Kentucky Department of Education) being met and any deficiencies that exist.
19. Selects on-line resources and assists teachers and students in the use of those resources.
20. Performs other duties consistent with the position assigned as required by the Principal.

I hereby certify that I have read and fully understand the job description above as presented to me by the Hancock County Board of Education.

Employee Signature Date Personnel Representative

Updated March 2009

PROFESSIONAL GROWTH PROCESS

Professional Development Needs

School _____ Year _____

Staff Member	Professional Growth Plan Criterion/Objective	Stage of Development

DISTRICT PROFILE SHEET

District_____Address_____

Superintendent_____

Evaluation Contact Person_____

Date of Last Revision_____

Teacher, IECE Teacher, & Media Director Evaluation Process

Non-tenured Teachers, IECE Teachers, & Media Directors

Cycle for Evaluation of Employee_____
Pre-conference _____required _____optional

Number of observations required_____

Type of observations_____

Timeline for observations (Dates)_____

Timeline for summative conference_____

Timeline for individual professional growth plan_____

Tenured Teachers

Cycle for Evaluation of Tenured Teachers_____
Pre-conference _____required _____optional

Number of observations_____

Type of observations_____

Timeline for observations (Dates)_____

Timeline for summative conference_____

Timeline for individual professional growth plan_____

Date Evaluations are due in Central Office_____

Administrator
(Asst. Superintendent, Principal, Asst. Principal, Special Education Coordinator, School Psychologist)
& Guidance Counselor Evaluation Process

Cycle for evaluation of administrators_____

Growth plan development cycle_____

Formative/Goal Setting Conference_____

Timeline for summative evaluation_____

Date Evaluations are due in Central Office_____