HARLAN INDEPENDENT SCHOOL DISTRICT

EVALUATION PLAN
FOR
CERTIFIED STAFF

June 1999
Amended February 2003

Evaluation Plan Committee

Administrators

James Greene, Supervisor of Instruction, Chair
Mary Lou McCarthy, Director of Student Services
Sheila Smith, Principal, Harlan High School
Donna Bushnell, Principal, Harlan Elementary School
Stacy Noah, Assistant Principal, Harlan High School
Jeff Lunsford, Counselor, Harlan High School

Teachers

Betsy Burkhart, Teacher, Harlan Middle School
Tricia Burkhart, Teacher, Harlan Elementary School
Bobbie Dixon, Teacher, Harlan Middle School
Sandra Johnson, Librarian, Harlan Elementary School
Jan Parsons, Teacher, Harlan Elementary School
Rita Sampson, Teacher, Harlan High School

ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Harlan Independent 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 February 20, 2003.

Signature of District Superintendent	2-21-03 Date
Signature of Chairperson, Board of Education	2/21/03 Date

HARLAN INDEPENDENT SCHOOL DISTRICT
EVALUATION PLAN FOR CERTIFIED STAFF
As Amended February 2003

INTRODUCTION

Evaluation of staff members is an important function for any institution. In the case of school systems, its importance is underscored by Effective Schools research which shows a correlation between evaluation which leads to professional growth and improvement in student academic achievement. This plan has been designed to assist teachers and administrators in developing their full potential as professional educators while at the same time focusing their attention on functions and responsibilities which are crucial in the achievement of the goals of the Kentucky Education Reform Act. Although evaluation is also used to determine whether an employee will continue in service, our goal is a system which reduces or eliminates dismissals for inadequate performance through planned professional growth accompanied by support from supervisors and peers.

Performance Standards

Performance Standards with indicators have been developed for each major job category. These standards are included as part of this plan and serve as the basis for the various forms to be used in evaluation. The following rubric has been established for determining whether each indicator has been met:

Satisfactory: Completes the important components of the indicator and demonstrates control of the skills called for by the indicator.

Needs Improvement: Completes most of the important components of the indicator and demonstrates some control of the skills called for by the indicator.

Unsatisfactory: Fails to complete most of the important components of the indicator and demonstrates minimal or no control of the skills called for by the indicator.

Not observed/not applicable: This rating is used when evidence relating to the indicator was not observed during an observation and was not required to be present during the activity observed or when the indicator is not applicable due to a unique circumstance of the specific individual's assignment within his job category.

To be eligible for continued employment in the position, the evaluatee must have a summative evaluation free of ratings of Unsatisfactory.

Open Process

The monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.

PART ONE: TEACHER EVALUATION

1. "Teacher" refers" to a certified staff member who spends the majority of his employed time in direct services to students in the classroom or in the library/ media center.

2. The principal will be the primary evaluator for all teachers assigned to his school for a majority of the day. In the case of teachers assigned to the school for less than a majority of the day, the principal will serve as secondary evaluator in cooperation with the principal at the teacher's home base school who will be the primary evaluator. (If a teacher's time is divided equally between schools, the Superintendent will designate the home base school.) In schools with an assistant principal, the assistant principal may assist the principal in observing and gathering information required by this plan. Other trained administrative personnel may assist the primary evaluator when requested to do so.

3. Non-tenured teachers are on an annual cycle for summative evaluation. Tenured teachers are on a three year cycle for summative evaluation, with approximately one-third of all tenured teachers in a school having a summative evaluation during a given year. Tenured teachers whose summative evaluation is not satisfactory and who are recommended for reemployment with qualifications shall have an annual summative evaluation until the conditions are corrected.

4. Formative evaluation for non-tenured teachers and tenured teachers in Year 3 of their cycle or having qualifications to remove includes these elements:

   - Observation(s)
   - General Performance Checklist
   - Individual Professional Growth Plan

5. Formative evaluation for tenured teachers in Years 1 and 2 of their cycle includes these elements:

   - General Performance Checklist
   - Individual Professional Growth Plan

6. Formative evaluation procedures for teachers:

   - Observations shall be recorded by the principal or the assistant principal using the **Teacher Observation Form.** When the observation has been announced in advance, the teacher is to submit a completed **Pre-Observation Form** to the principal the day before the observation occurs. All non-tenured teachers shall be observed a minimum of two times per year. The first observation shall be announced; the second, unannounced. All tenured teachers are to be observed at least once during the closing year of their evaluation cycle. This observation shall be announced. The principal shall make one or more additional observations of any teacher whose

observation results are unsatisfactory. The teacher shall be informed as to whether these observations will be announced or unannounced. The need for formal observations does not preclude or limit the principal or other appropriate administrative staff from making informal classroom visits and observations at any time as part of the on-going process of improving the educational program.

- The **General Performance Checklist** documents indicators not readily observable in a classroom visit. It is completed by the principal based on tabulation of relevant data collected for that purpose. Teachers are to be able to produce documentation if requested by the evaluator for those indicators which are readily documentable on paper (e.g., lesson plans, samples of student work, samples of instructional materials, conference logs, and correspondence). Inability to produce requested documentation may result in a qualification to be removed at a future evaluation conference. A checklist is to be completed in tandem with each observation. For tenured teachers who are not being observed that year, a checklist is to be completed in tandem with review of the Individual Professional Growth Plan.

- A post-observation conference will be held within one work week of each observation at which time the principal will review the Teacher Observation Form and the General Performance Checklist with the teacher and complete **the Record of Formative Evaluation Conference.**

- Each teacher shall develop and work to achieve an **Individual Professional Growth Plan**. These plans shall reflect the teacher's current evaluation results and shall be coordinated with the school's comprehensive improvement and professional development plans. The initial plan will be prepared at a conference between the teacher and the principal held during the first semester the teacher is employed by the district. Plans shall be reviewed jointly and updated at least once a year during an evaluation conference. Unsatisfactory progress on the plan may result in qualifications on the summative evaluation report and may also result in a tenured teacher in Year 1 of his cycle being moved to Year 3 and skipping Year 2. As part of the preparation for writing growth plans, principals may request teachers to complete an informal self-assessment based on the instructional needs of the school. Any such self-assessment would be to help teachers focus on areas in which they wish to grow and would not be part of the official evaluation record.

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

7. Summative evaluation for teachers consists of a summative evaluation conference which shall be held by the principal with the teacher at the end of the evaluation cycle using the **Summative Evaluation Report** and reviewing all evaluation data from that cycle. Both principal and teacher shall sign and date the report. Summative evaluations for teachers are to be completed by April 1. Summative evaluations for full year interns are to be scheduled to occur at the time of internship summative evaluation but not later than April 1.These deadlines may be extended with the written permission of the Superintendent. Ratings of Unsatisfactory on a summative evaluation require corrective action as outlined in Part Four below.

8. Teacher interns shall be observed using the forms and procedures developed by the Kentucky Teacher Internship Program instead of district forms and procedures. However, all other parts of the evaluation process apply to interns. In the case of interns whose internship ends in midyear, additional observations may be made outside of the internship using district forms. The principal is to hold a summative evaluation conference with interns distinct from the internship committee summative evaluation.

9. Response to evaluations. Should a teacher take exception to any of the principal's ratings on any of the forms used in evaluation, the teacher may complete an **Evaluation Response Form** to be attached to the appropriate form in the teacher's personnel file.

Summary of Evaluation Deadlines for Teachers**

Summative evaluation conferences for non-tenured teachers and tenured teachers in Year 3 of the evaluation cycle (Includes review of Individual Professional Growth Plans)	April 1
Individual Professional Growth Plans and General Performance Checklists for tenured teachers in Years 1 and 2 of the evaluation cycle	May 1

***These deadlines may be extended with the written permission of the Superintendent.*

PART TWO: EVALUATION OF ADMINISTRATORS OTHER THAN THE SUPERINTENDENT

1. "Administrator" refers to a certified staff member who devotes the majority of his 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. This part of the plan deals with evaluation of all administrators other than the superintendent whose evaluation is outlined in Part 3.

2. The principal will be the primary evaluator for assistant principals and counselors and any other administrators assigned to work directly under his supervision for a majority of the day. The Superintendent shall be the primary evaluator for all central office administrators, building principals, and any other administrators working directly under his supervision for a majority of the day.

In the case of shared administrative staff, the administrator under whom the staff member works a majority of the day shall be primary evaluator with any other supervisor serving as a secondary evaluator. (Should an administrator's time be evenly divided among work sites, the Superintendent shall designate the primary evaluator.) Other trained administrative personnel may assist the primary evaluator when requested to do so.

3. Administrators are on an annual cycle for summative evaluation.

4. Formative evaluation for administrators includes the following elements:
   - Observation(s)
   - General Performance Checklist
   - Stakeholder Review
   - Individual Professional Growth Plan

5. Formative evaluation procedures for administrators:

   - The primary evaluator will observe the administrator in the workplace by the primary evaluator using the **Administrator Observation Form** appropriate to the position (central office administrator, building administrator, or counselor). Administrators are to be observed at least once a year with the observation announced in advance. The primary evaluator shall make one or more additional observations of any administrator whose observation results are unsatisfactory. The administrator shall be informed as to whether these observations will be announced or unannounced.

   - The **General Performance Checklist** documents indicators not readily observable in a classroom visit. It is completed by the primary evaluator based on tabulation of relevant data collected for that purpose. Administrators are to be able to produce documentation if requested by the evaluator for those indicators which are readily documentable on paper (e.g., budgets, program plans, conference logs, memos and correspondence). Inability to produce requested documentation may result in a qualification to be removed at a future evaluation conference. A checklist is to be completed in tandem with each observation.

   - A post-observation conference will be held within one work week of each observation at which time the primary evaluator will review the Administrator Observation Form and the General Performance Checklist with the administrator and complete the **Record of Formative Evaluation Conference**.

   - **Stakeholder Review**. The primary evaluator is to arrange annually for completion of the Stakeholder Review Form by a representative sampling of persons with whom a building or central office administrator works as an instructional leader or manager. The results of this survey are to be shared with the administrator as part of a formative evaluation conference. This survey is to form partial documentation of the criteria to which it applies but is not, in and of itself, to be a determining factor in whether the individual continues in his position. (Stakeholder Review does not apply to

counselors.) The primary evaluator shall arrange for completion of the review forms as follows:

- ◊ For principal: a random sample of at least twenty teachers and classified staff members assigned to the school plus one central office administrator other than the Superintendent.

- ◊ For assistant principal or other building administrator evaluated by the principal: a random sample of at least twenty teachers and other appropriate staff assigned to the unit or program with which the individual works.

- ◊ For central office or other administrator evaluated by the Superintendent: A random sampling of at least twenty teachers , building administrators, and other appropriate staff with whom the administrator works on a regular basis.

The checklist is to be administered during the second semester prior to the administrator's summative evaluation conference and is to be administered in a manner which respects the anonymity of each respondent but assures that all respondents return a survey. The results are to be tallied by the primary evaluator; comments are to be typed before sharing with the evaluatee.

- Each administrator shall develop and work to achieve an **Individual Professional Growth Plan**. These plans shall reflect the administrator's current evaluation results and shall be coordinated with school and/or district comprehensive improvement and professional development plans. The initial plan is prepared during the first two months the administrator is employed by the district in an administrative position at a conference between the administrator and the primary evaluator. Plans shall be reviewed jointly and updated at least once a year during an evaluation conference. Unsatisfactory progress on the plan may result in qualifications on the summative evaluation report.

6. Summative evaluation for administrators consists of a summative evaluation conference to be held by the primary evaluator with the administrator at the end of the evaluation cycle using the **Summative Evaluation Report** and reviewing all evaluation data from that cycle. Both evaluator and evaluatee shall sign and date the report. Summative evaluations for administrators are to be completed by March 15 unless an extension is granted in writing by the Superintendent.

7. The forms and procedures used in the internship program for administrators may be used in place of comparable district forms for any administrator enrolled in the program. The primary evaluator is to hold a summative evaluation conference with the intern distinct from the internship committee summative evaluation.

8. Response to evaluations. Should an administrator take exception to any of the evaluator's ratings on any of the forms used in evaluation, the administrator may complete an **Evaluation Response Form** to be attached to the appropriate form in the administrator's personnel file.

PART THREE: SUPERINTENDENT EVALUATION

The Superintendent shall be evaluated annually by the members of the Board of Education. During the first three months of employment of a new superintendent, the Superintendent and Board shall jointly develop an Individual Professional Growth Plan for the Superintendent. Thereafter, progress on this plan shall be reviewed on a timetable set in the plan with a minimum of two reviews per year. At its regular May meeting each year, the Board shall evaluate the Superintendent using the Superintendent Performance Checklist. Each member shall complete the checklist prior to the meeting; the results will be tallied by the Board chairman and reviewed jointly by the Superintendent and the Board at the meeting. The results of this evaluation shall be used in revising the Individual Professional Growth Plan for the coming year. The Superintendent shall receive a copy of all forms completed as well as the tally; the official copies shall be placed in his personnel file.

PART FOUR: CORRECTIVE ACTION

If a summative evaluation instrument is marked unsatisfactory on one or more standards or if an immediate change is required in teacher or administrator behavior or practice, corrective action must be taken. Steps in the corrective action process include:

1. Within five (5) working days of the observation, the primary evaluator and evaluatee shall meet and discuss the standard(s) for which the evaluatee was marked unsatisfactory. During this meeting, recommendations for improvement, specific actions for correcting the deficiencies, and a time frame for future observations and meetings shall be developed. These recommendations shall be incorporated into a revised Individual Professional Growth Plan.

2. Immediately following observation of an incident or occurrence that requires an immediate change in employee practice or behavior, the primary evaluator and evaluatee shall meet and discuss the behavior or performance in need of immediate change. During this meeting, recommendations for improvement, specific actions for correcting the deficiencies, and a time frame for correcting the problem shall be developed. These recommendations shall be incorporated into a revised Individual Professional Growth Plan.

3. The primary evaluator shall request another administrator trained, tested, and approved as an evaluator to assist by conducting a formal observation of the evaluatee.

4. Unless otherwise specified, deficiencies are to be corrected no later than April 1 of the following school year for the individual to be considered for continued employment in the position. In the event the deficiency is not correctable and the certified employee is a detriment to the school system, steps may be taken to remove the certified employee from his position.

PART FIVE: RECORDS

Employees shall be furnished copies of all formal evaluation documents. The official copy of formative evaluation documents shall be filed in the school personnel files and transmitted with the summative report to the Superintendent at the end of the evaluation cycle. They will then be placed in the employee's district personnel file.

PART SIX: TRAINING

1. Each principal shall hold a meeting of school certified staff to explain and discuss evaluation criteria and procedures no later than the end of the first month of reporting for employment each year. This meeting shall be documented by filing an agenda and attendance roster with the Professional Development Coordinator. Principals are responsible for assuring that all certified staff assigned to their school receive this training.

2. The Superintendent shall hold a meeting of administrators to explain and discuss evaluation criteria and procedures no later than the end of the first month of reporting for employment each year. This meeting shall be documented by filing an agenda and attendance roster with the Professional Development Coordinator. The Superintendent is responsible for assuring that all administrators receive this training.

3. Primary and secondary evaluators not previously certified by the state as evaluators shall complete training mandated by the State Department of Education prior to evaluating certified personnel.

4. Continued certification as an evaluator shall be contingent upon completion of twelve hours of training every two years in any one, or a combination, of these areas: use of the local evaluation process, identification of effective teaching and management practices, effective observation and conferencing techniques, establishing and assisting with certified employee professional growth plans, summative techniques, or completion of Kentucky Teacher or Principal Internship Program training (credit not to exceed six hours). A record of each evaluator's training will be maintained in his official personnel file.

5. The Professional Development Coordinator shall serve as contact person for the Evaluation Plan unless the Superintendent designates another central office administrator in writing.

PART SEVEN: APPEALS

1. Evaluation Appeals Panel. The District shall establish a panel to hear appeals from summative evaluations as required by KRS 156.101.

2. Election. Two members of the panel shall be elected by and from the certified employees of the district. Two alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one certified employee and one alternate certified employee to the panel.

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

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

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

6. Appeal Form. The appeal shall be signed and in writing on the **Evaluation Appeal Form**. The form shall state that evaluation records may be presented to and reviewed by the panel.

7. Conflicts of Interests. No panel member shall serve on any appeal panel considering an appeal for which he/she was the evaluator.

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

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

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

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

12. Panel Recommendation. The panel shall issue a recommendation to the District Superintendent within fifteen working days from the date an appeal is filed.

13. Superintendent. The Superintendent shall receive the panel's recommendations and shall take such action as permitted by law as s/he deems appropriate or necessary. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

14. Certified employees who feel that the district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Board of Education may appeal to that board following procedures outlined in 704 KAR 3: 345, a copy of which is available in the Superintendent's office.

PERFORMANCE STANDARDS

PERFORMANCE STANDARDS FOR TEACHERS

The teacher will:

STANDARD ONE

TEACH CLASSES TO WHICH ASSIGNED IN ACCORDANCE WITH LOCAL AND STATE CURRICULUM GUIDELINES.

1-A.Engage student as an active participant in learning.

1. Use hands-on activities as appropriate..
2. Use authentic activities.

1-B. Promote student independence as a learner.

1. Teach student to be a strategic learner.
2. Provide opportunities for student to work independently.
3. Provide opportunities for student to engage in critical and creative thinking.
4. Provide opportunities for student to engage in problem solving.
5. Provide opportunities for student self-evaluation and peer evaluation.

1-C. Prepare and plan for instruction.

1. Establish short term and long range objectives.
2. Use objectives to develop and implement lesson plans.
3. Prepare and implement weekly/daily lesson plans.
4. Plan cooperatively with other teachers when needed.
5. Use student input in planning and evaluating instruction.

1-D. Diagnose student's instructional level and use information to design appropriate instruction.

1. Select appropriate diagnostic tools and use to assess student readiness and to plan instruction.
2. Demonstrate ability to group and regroup students appropriately for instruction according to needs, interests, and developmental levels.
3. Consider diversity and individual differences in designing instruction.

1-E.Employ a variety of research-based teaching techniques appropriate to student's developmental level and needs.

Several or all of these as appropriate:

1. Incorporate hands-on activities into instruction.
2. Use authentic activities.
3. Use cooperative learning groups.
4. Ask open-ended questions.
5. Ask questions at all levels of Bloom's Taxonomy.
6. Use audio-visual materials to support instruction.
7. Assign meaningful homework which reinforces class work.
8. Use learning centers.
9. Use guided and independent practice appropriate to objectives.
10. Use other research-based techniques appropriate to objectives.

1-F. Employ techniques which encourage rather than discourage student.

1. Use specific and appropriate praise.
2. Incorporate incentive techniques.

1-G. Assess student's progress and communicate results to student and parents.

1. Assess progress in terms of student objectives and KERA academic expectations.
2. Use a variety of authentic assessment techniques.
3. Give appropriate feedback (conferences, phone calls, progress report, letters of improvement, etc.)

1-H. Demonstrate knowledge of subject.

1. Demonstrate knowledge of content adequate to the courses being taught.
2. Display confidence in presentation of subject matter.

1-I. Teach to the goals and academic expectations of the Kentucky Education Reform Act and the district curriculum framework.

1. Develop unit and daily instructional objectives based on the academic expectations.
2. Select content which supports achievement of expectations.
3. Develop objectives and select content within parameters of state and district curriculum frameworks.

1-J. Use technology to support instruction, professional growth and productivity.

1. Operate a multimedia computer and peripherals and use a variety of software.
2. Demonstrate basic knowledge of computer/peripheral parts and attend to simple connections and installations including software.
3. Use computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, and make presentations.
4. Apply research-based instructional practices that use computers and other technology.
5. Use technology in a manner consistent with applicable laws and policies.

STANDARD TWO

MAINTAIN AN ENVIRONMENT CONDUCIVE TO LEARNING.

2-A. Provide opportunity to practice democratic principles.

1. Promote student decision-making.
2. Assign tasks that teach students to accept responsibility.
3. Provide opportunities for students to display initiative.

2-B. Teach so as to strengthen student self-efficacy.

1. Create opportunities for students to experience success.

2. Use appropriate questioning techniques.
3. Vary instruction to accommodate differences in learning styles.
4. Reteach objectives when necessary.

2-C. Structure classes to keep students engaged with content and maximize academic learning time.

1. Begin classes on time.
2. Establish set for learning at beginning of class.
3. Allot appropriate amounts of time for each activity.
4. Move about the room appropriately during class.
5. Effect smooth transitions between activities.
6. Bring classes to a planned closure.
7. Organize space and materials in a way that minimizes loss of instructional time.
8. Handle discipline and other interruptions to learning with a minimum of loss of time.

STANDARD THREE

ESTABLISH AND MAINTAIN STANDARDS OF MUTUALLY RESPECTFUL BEHAVIOR.

3-A. Accept student as unique individual human being with feelings.

1. Interact with student in a friendly manner.
2. Listen interactively to students.
3. Promote an open atmosphere enabling students to express their ideas.
4. Recognize and respond appropriately to individual academic, physical, social, and cultural differences.

3-B. Organize class so as to promote student behavior which is respectful towards the teacher and other students.

1. Set and go over standards of behavior for the class which encourage students to develop courtesy, self-control, respect, and responsibility.
2. Demonstrate fairness and consistency in enforcing standards.
3. Reinforce acceptable behaviors using praise and constructive comments.
4. Anticipate potentially disruptive situations and take preventive measures.
5. Recognize situations requiring a disciplinary response.
6. Use appropriate consequences for altering unacceptable behaviors.
7. Manage discipline problems in accordance with applicable laws, regulations, policies, and procedures.

3-C. Limit discussions of students to a professional context.

1. Handle personal information and communication in an ethical manner.
2. Follow district, state, and federal laws and regulations relating to student records and privacy.

STANDARD FOUR

WORK COLLABORATIVELY WITH OTHER STAFF IN DEVELOPING, IMPLEMENTING, AND EVALUATING THE SCHOOL PROGRAM.

4-A. Demonstrate effective interpersonal skills in working with colleagues.

1. Listen interactively.
2. Express and respond to ideas and opinions in a professional manner.
3. Display openness to alternate solutions and views.
4. Provide positive support for colleagues.
5. Be discreet in handling confidential and/or sensitive information pertaining to school.

4-B. Accept and fulfill responsibilities as a member of the faculty to the faculty. (Faculty refers to both school and district.)

1. Attend faculty, team, and committee meetings.
2. Accept and carry out responsibilities arising from faculty, team, or committee membership and initiatives.
3. Share materials and equipment.
4. Fulfill non instructional duties necessary to the operation of the school program and shared by other staff members.

STANDARD FIVE

MAINTAIN OPEN LINES OF COMMUNICATION WITH PARENTS AND STUDENTS.

5-A. Make self available to parents and students for conferences at appropriate times in the school setting.

1. Make appointments for conferences upon request of parent or student.
2. Request conference with parent or student when needed.
3. Create an open atmosphere that enables parents to express freely their feelings and concerns about their child.
4. Treat all individuals with fairness, dignity, and respect

STANDARD SIX

IMPLEMENT THE KENTUCKY EDUCATION REFORM ACT AND OTHER LAWS, POLICIES, AND REGULATIONS APPLICABLE TO EDUCATION OF STUDENTS IN THIS SCHOOL DISTRICT.

6-A. Make and carry out professional decisions in the context of applicable laws and policies.

1. Keep informed about and follow applicable laws and policies in carrying out responsibilities.
2. Select appropriate channels for resolving concerns/problems.

6-B. Complete required paperwork in a timely, professional fashion.

6-C. Meet required work day schedule.

1. Be regular in attendance at work.
2. Be punctual in meeting classes and other scheduled activities.

6-D. Follow the Kentucky School Personnel Code of Ethics as established by the Kentucky Education Professional Standards Board.

STANDARD SEVEN

IMPROVE PROFESSIONAL COMPETENCE THROUGH ON-GOING PROFESSIONAL DEVELOPMENT.

7-A.Participate in required professional development activities.

1. Attend and take part in required school/district in-service programs.
2. Assume responsibility for earning flexible professional development credits by date due.
3. Attend and take part in professional development programs required by the Kentucky Department of Education.

7-B. Work to achieve goals of individual professional growth plan.

1. Develop individual professional growth plan in consultation with the principal.
2. Complete activities listed in the growth plan in timely manner

7-C. Improve knowledge of and keep current in content area/certification area(s) by completing at least one of these annually:

5. Maintain membership in a professional content area association.
6. Attend and participate in conferences and workshops sponsored by professional content area association.
7. Attend and participate in district approved content area workshops and seminars.
8. Take graduate courses in content area.
9. Engage in planned program of reading in content area.

PERFORMANCE STANDARDS
LIBRARIAN

The librarian/media specialist will:

STANDARD 1: EXERCISE LEADERSHIP IN THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF AN EFFECTIVE LIBRARY MEDIA CENTER.

1-A. Engage in short and long term planning for library media center development.

1. Develop annual and semi-annual plans.
2. Establish long term goals extending beyond one school year.
3. Plans reflect school priorities and KERA goals.

1-B. Involve members of the school community in planning and developing activities.

1. Solicit and use faculty input.
2. Solicit and use student input.
3. Plan cooperatively with other teachers when appropriate.

1-C. Develop budgets which use available financial resources to support achievement of goals.

1. Budget to meet identified needs.
2. Budget to achieve goals of library media center and school transformation plans.

1-D. Develop and implement procedures for expansion of library media center collections:

1. Use recognized criteria and selection tools.
2. Assess collection strengths and weaknesses in terms of school curriculum.
3. Solicit student and staff input as to materials needed.

1-E. Maintain current collections in useful condition.

1. Use recognized criteria to review and weed collections annually.
2. Repair materials and equipment.
3. Discard obsolete or worn out items.

1-F. Maintain accurate and accessible records of collections.

1. Keep card catalog up to date.
2. Prepare specialized lists of materials for use by students and staff.
3. Keep accurate shelf lists and accession records.

1-G. Evaluate program effectiveness and make appropriate adjustments.

1. Keep appropriate statistical records of library use.
2. Conduct user surveys on a regular basis.
3. Analyze data obtained from the above to make changes in program and operation.

1-H. Use technology to support instruction, professional growth and productivity.

1. Operate a multimedia computer and peripherals and use a variety of software.
2. Demonstrate basic knowledge of computer/peripheral parts and attend to simple connections and installations including software.
3. Use computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, and make presentations.
4. Use technology in a manner consistent with applicable laws and policies.

1-I. Provide leadership in the use of technology in the school.

1. Assist staff and students in the use of computers and other technology.
2. Assist in the repair of computers and audio-visual equipment.

STANDARD 2: MAINTAIN AN ENVIRONMENT CONDUCIVE TO LEARNING.

2-A. Work collaboratively with principal, council, and fellow staff members to assure support for academic instruction as the library media center's first priority.

1. Use knowledge of school initiatives including the consolidated plan in developing activities.
2. Use knowledge of identified needs of the students and the instructional program in developing activities.

2-B. Develop and implement procedures and activities which encourage use of the library media center by students and staff.

1. Establish circulation procedures which facilitate use of materials.
2. Share information about library media center activities and new acquisitions with members of the school community on a regular basis.

2-C. Create a physical setting which encourages library media center use.

1. Utilize space in an efficient manner.
2. Use available resources to make setting attractive and comfortable for patrons.
3. Shelve materials so as to make them readily accessible.

STANDARD 3: ESTABLISH AND MAINTAIN STANDARDS OF MUTUALLY RESPECTFUL BEHAVIOR.

3-A. Accept student as unique individual human being with feelings.

1. Interact with student in a friendly manner.
2. Listen interactively to students.
3. Promote an open atmosphere enabling students to express their ideas.
4. Recognize and respond appropriately to individual academic, physical, social, and cultural differences.

3-B. Establish and maintain a library media center environment which promotes student behavior which is respectful towards the teacher and other students

1. Establish and explain standards for conduct in the library media center which encourage students to develop courtesy, self-control, respect, and responsibility.
2. Demonstrate fairness and consistency in enforcing standards.
3. Reinforce acceptable behaviors using praise and constructive comments.
4. Anticipate potentially disruptive situations and take preventive measures.
5. Recognize situations requiring a disciplinary response.
6. Use appropriate consequences for altering unacceptable

behaviors.

7. Manage discipline problems in accordance with applicable laws, regulations, policies, and procedures.

3-C. Limit discussions of students to a professional context.

1. Handle personal information and communication in an ethical manner.
2. Follow district, state, and federal laws and regulations relating to student records and privacy.

STANDARD 4. INSTRUCT STUDENTS IN LIBRARY MEDIA CENTER USE AND SKILLS AS NEEDED.

4-A. Provide instruction in library media center use and skills as needed.

1. Orient new students to the library media center.
2. Provide specific assistance in library media center use as required by individual students.
3. Instruct various groups and classes as requested by principal or teachers.

4-B. Structure group instruction to keep students engaged and maximize academic learning time.

1. Develop and use an appropriate lesson plan.
2. Establish set for learning at beginning of lesson.
3. Allot appropriate amount of time for each activity.
4. Move about room during instruction.
5. Effect smooth transitions between activities.
6. Bring lesson to planned closure.
7. Organize space and materials in a way that minimizes loss of instructional time.
8. Handle discipline and other interruptions with a minimum loss of time.

4-C. Use appropriate research-based techniques when instructing students in groups or individually.

Several or all of these:

1. Hands-on activities.
2. Authentic activities.
3. Cooperative learning groups.
4. Open-ended questions.
5. Questions at all levels of Bloom's Taxonomy.
6. Audio-visual materials to support instruction.
7. Learning centers.
8. Guided and independent practice appropriate to objectives.
9. Other research-based techniques as appropriate.

STANDARD 5: WORK COLLABORATIVELY WITH OTHER STAFF IN DEVELOPING, IMPLEMENTING, AND EVALUATING THE SCHOOL PROGRAM.

5-A. Demonstrate effective interpersonal skills in working with colleagues.

1. Listen interactively.
2. Express and respond to ideas and opinions in a professional manner.
3. Display openness to alternate solutions and views.
4. Provide positive support for colleagues.
5. Be discreet in handling confidential and/or sensitive information pertaining to school.

5-B.Accept and fulfill responsibilities as a member of the faculty to the faculty. (Faculty refers to both school and district.)

1. Attend faculty, team, and committee meetings.
2. Accept and carry out responsibilities arising from faculty, team, or committee membership and initiatives.
3. Fulfill non instructional duties necessary to the operation of the school program and shared by other staff members.

STANDARD 6: MAINTAIN OPEN LINES OF COMMUNICATION WITH PARENTS AND STUDENTS.

6-A. Make self available to parents and students for conferences at appropriate times in the school setting.

1. Make appointments for conferences upon request of parent or student.
2. Request conference with parent or student when needed.
3. Create an open atmosphere that enables parents to express freely their feelings and concerns about their child.
4. Treat all individuals with fairness, dignity, and respect.

STANDARD 7: IMPROVE PROFESSIONAL COMPETENCE THROUGH ON-GOING PROFESSIONAL DEVELOPMENT.

7-A. Participate in required professional development activities.

1. Attend and take part in required school/district professional development programs.
2. Assume responsibility for earning flexible professional development credits by date due.
3. Attend and take part in professional development required by the Kentucky Department of Education.

7-B. Work to achieve goals of individual professional growth plan.

1. Develop individual professional growth plan in consultation with the principal.
2. Complete activities listed in the growth plan in timely manner.

7-C. Improve knowledge of and keep current in content area/certification area(s).

Complete one or more of these annually:

1. Maintain membership in a professional content area association.
2. Attend and participate in conferences and workshops sponsored by professional content area association.
3. Attend and participate in district approved content area workshops and seminars.
4. Take graduate courses in content area.
5. Engage in planned program of reading in content area.

STANDARD 8: IMPLEMENT THE KENTUCKY EDUCATION REFORM ACT AND OTHER LAWS, POLICIES, AND REGULATIONS APPLICABLE TO EDUCATION OF STUDENTS IN THIS SCHOOL DISTRICT.

8-A. Make and carry out professional decisions in the context of applicable laws and policies.

1. Keep informed about and follow applicable laws and policies in carrying out responsibilities.
2. Select appropriate channels for resolving concerns/ problems.

8-B. Complete required paperwork in a timely, professional fashion.

8-C. Meet required work day schedule.

1. Be regular in attendance at work.
2. Be punctual in meeting classes and other scheduled activities

8-D.Follow the Kentucky School Personnel Code of Ethics as established by the Kentucky Education Professional Standards Board.

PERFORMANCE STANDARDS
GUIDANCE COUNSELOR

STANDARD ONE

PARTICIPATES IN THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF EFFECTIVE EDUCATION PROGRAMS BASED ON KERA GOALS AND COORDINATED WITH THE DISTRICT MISSION.

1-A. Works collaboratively with other members of the school community to develop and achieve school and district initiatives.
1-B. Participates with other members of the school community in evaluation of progress in achieving school and district goals.
1-C. Assists in planning and administering the school assessment program.
1-D. Provides training for faculty, students, and parents regarding the assessment program.
1-E. Interprets assessment results and other indicators of student progress in meeting academic expectations and curriculum outcomes to students, faculty, parents, and community.

STANDARD TWO

FACILITATES A CLIMATE CONDUCIVE TO TEACHING AND LEARNING.

2-A.Displays knowledge of environmental factors and situations which affect students' behavior and development.
2-B.Works with staff to implement research-based instructional and behavior management techniques in the school.
2-C.Facilitates communication among and between teachers, students, and parents.
2-D.Facilitates new student integration into the school community.
2-E.Assists teachers in diagnosing students' instructional levels and needs.
2-F.Assists in appropriate educational planning and placement of students.
2-G.Works cooperatively with teachers and other staff to develop assistance plans for students.
2-H.Reduces barriers to student learning through direct referred services (e.g., Title I, special education, gifted education, community agencies)
2-I.Works with teachers to provide support for students in a crisis situation.

STANDARD THREE

DEVELOPS, MANAGES, AND EVALUATES A COMPREHENSIVE PROGRAM OF GUIDANCE SERVICES BASED ON RESEARCH AND COMPATIBLE WITH THE GOALS AND ACADEMIC EXPECTATIONS OF KERA.

3-A. Develops long and short term plans for guidance activities.
3-B. Evaluates and adjusts plans in terms of identified needs.
3-C. Establishes and implements a referral process for counseling services and disseminates procedures to staff and students.
3-D. Coordinates and maintains pupil guidance files including cumulative data, referrals, plans, and goals.
3-E. Implements school plan and procedures for confidentiality of student records as pertains to the guidance office.
3-F. Uses technology to support provision of guidance and counseling services.

1. Operates a multimedia computer and peripherals and use a variety of software.
2. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations including software.
3. Uses computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, and make presentations.
4. Uses technology in a manner consistent with applicable laws and policies.

STANDARD FOUR

USES INDIVIDUAL AND SMALL GROUP COUNSELING TO ADDRESS MENTAL, PHYSICAL, AND EMOTIONAL BARRIERS TO LEARNING AND TO HELP EACH CHILD LEARN AT HIGH LEVELS.

4-A.Counsels with students individually and in small groups.
4-B.Conducts class and large group guidance sessions on appropriate topics.

4-C.Responds positively and in a timely manner to student requests for help.
4-D.Communicates with students in a manner appropriate to age and developmental level.
4-E. Respects and nurtures the uniqueness of each student, showing consistent sensitivity to differences in abilities, contributions, and social and cultural backgrounds.
4-F. Treats all individuals with fairness, dignity, and respect.

STANDARD FIVE

PROVIDES A DEVELOPMENTAL, PREVENTIVE GUIDANCE PROGRAM TO ALL STUDENTS WITHIN THE SCHOOL.

5-A.Assesses developmental needs of students.
5-B.Guides individuals and groups of students through the development of educational and career plans.
5-C.Facilitates successful transition from one level of education to the next (e.g., elementary to middle, school to adult life)
5-D.Provides guidance for maximizing personal growth and development.
5-E.Teaches the school developmental guidance curriculum and assists teachers in teaching it.

STANDARD SIX

DEMONSTRATES POSITIVE PROFESSIONAL LEADERSHIP TRAITS.

6-A. Communicates effectively in speaking and writing.
6-B. Listens interactively.
6-C. Makes and implements decisions in a timely fashion.
6-D. Gathers input from affected parties prior to making decisions.
6-E. Evaluates effects of decisions and adjusts them when appropriate.
6-F. Recognizes sources of potential conflicts or problems and acts to avert them.
6-G. Demonstrates conflict resolution skills.
6-H .Selects and uses appropriate channels in resolving problems or communicating information.
6-I. Uses discretion in handling confidential or sensitive information.
6-J. Makes self available for conferences with members of the school community including parents when appropriate.
6-K. Demonstrates self-confidence and emotional stability in working with others.
6-L. Accepts responsibility for own actions.

STANDARD SEVEN

DEVELOPS AND MAINTAINS POSITIVE RELATIONSHIPS BETWEEN SCHOOL AND DISTRICT, PARENTS, AND COMMUNITY.

7-A. Develops and maintains open channels of communication between school and parents and community.
7-B. Facilitates mutually respectful and effective relationships between schools in the district.
7-C. Facilitates mutually respectful and effective relationships between the school and other educational and community agencies.
7-D. Participates in keeping the community informed about the school program and activities.

STANDARD EIGHT

IMPROVES PROFESSIONAL COMPETENCE THROUGH PARTICIPATION IN APPROPRIATE PROFESSIONAL DEVELOPMENT ACTIVITIES.

8-A. Takes part in required school and district professional development programs.
8-B. Completes in a timely fashion training mandated for the position by the state (e.g., leadership training).
8-C. Develops and works to achieve an Individual Professional Growth Plan.
8-D. Improves knowledge of and keeps current in field:

Completes at least one of these annually:

1. Attends professional conferences and workshops related to the position.
2. Engages in planned professional reading.
3. Maintains membership in an appropriate professional organization.
4. Takes graduate courses appropriate to position.

STANDARD NINE

IMPLEMENTS THE KENTUCKY EDUCATION REFORM ACT AND OTHER LAWS, REGULATIONS, AND POLICIES APPLICABLE TO EDUCATION OF STUDENTS IN THIS SCHOOL DISTRICT.

9-A. Keeps informed regarding laws, regulations, and policies applicable to the school and shares pertinent information with appropriate members of the school community including parents.
9-B. Follows applicable laws, regulations, and policies in administration of his/her assigned programs.
9-C. Completes required paperwork in a timely manner.
9-D. Meets required work schedule.

1. Is regular in attendance.
2. Is punctual in meeting scheduled obligations.

9-E. Adheres to the professional codes of ethics of the American Counseling Association, the American School Counseling Association, and the Kentucky School Personnel Code of Ethics established by the Kentucky Education Professional Standards Board.

PERFORMANCE STANDARDS
BUILDING ADMINISTRATOR

STANDARD ONE

EXERCISES LEADERSHIP IN THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF AN EFFECTIVE SCHOOL PROGRAM BASED ON KERA GOALS AND COORDINATED WITH THE DISTRICT MISSION.

1-A. Involves stakeholders in development of statement of mission, goals, and objectives for the school.
1-B. Communicates and interprets KERA goals and academic expectations and district philosophy and mission to members of the school community.
1-C. Engages stakeholders in development of short and long range plans based on the mission of the school.
1-D. Leads members of the school community in evaluation of progress in achieving school and district goals.

1-E. Sets and communicates high expectations for students and staff.

STANDARD TWO

CREATES A SCHOOL CLIMATE CONDUCIVE TO TEACHING AND LEARNING.

2-A. Organizes school so that academic instruction is the first priority.
2-B.Establishes an environment which assures the physical safety and well-being of students and staff.
2-C. Schedules time so as to maximize academic engaged time during the school day.
2-D. Schedules special events and necessary interruptions in the schedule so as to minimize disruption of instruction.
2-E. Works with certified staff to implement research-based instructional and behavior management techniques throughout the school.
2-F. Monitors and evaluates student progress in meeting academic expectations and curriculum outcomes.
2-G. Works with stakeholders to evaluate and adjust the curriculum to meet identified needs.
2-H. Monitors school climate and effectiveness through regular and frequent visits to all parts of the campus.
2-I. Is consistent and fair in implementation of school policies and procedures.
2-J. Establishes and maintains a school climate that is orderly and is based on mutual respect.

STANDARD THREE

MANAGES SCHOOL RESOURCES TO SUPPORT ACHIEVEMENT OF SCHOOL MISSION AND INITIATIVES.

3-A. Involves stakeholders in developing school budgets linked to long and short term plans.
3-B. Develops and implements procedures for acquisition of needed materials and services in a timely fashion.
3-C.Allocates physical space consonant with identified needs, with first priority on instructional uses.
3-D. Arranges for support staff necessary to school operation.
3-E. Inspects physical plant regularly and arranges for necessary custodial and maintenance services.
3-F. Monitors expenditures and reviews school accounting records on a regular basis.
3-G. Uses technology to support instruction and administration.

1. Operates a multimedia computer and peripherals and uses a variety of software.
2. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations including software.
3. Uses computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, and make presentations.
4. Assists staff in using computers and other technology in instruction and to increase productivity.
5. Uses technology in a manner consistent with applicable laws and policies.

STANDARD FOUR

SELECTS, SUPERVISES, AND EVALUATES SCHOOL STAFF.

4-A.Participates in selection of certified and classified staff for the school.
4-B.Assures that each staff member understands his/her role and responsibilities.
4-C.Evaluates staff members according to district policy and procedures.
4-D.Involves staff members in appropriate professional development activities.
4-E. Supervises staff members using procedures which enhance individual responsibility and decision-making on part of staff members.

STANDARD FIVE

DEMONSTRATES POSITIVE PROFESSIONAL LEADERSHIP TRAITS.

5-A. Communicates effectively in speaking and writing.
5-B. Listens interactively.
5-C. Makes and implements decisions in a timely fashion.
5-D. Gathers input from affected parties prior to making decisions.
5-E. Evaluates effects of decisions and adjusts them when appropriate.
5-F. Recognizes sources of potential conflicts or problems and acts to avert them.
5-G. Demonstrates conflict resolution skills.
5-H. Selects and uses appropriate channels in resolving problems or communicating information.
5-I. Uses discretion in handling confidential or sensitive information.
5-J. Recognizes student and staff achievements and provides positive feedback to students and staff.
5-K. Makes self available for conferences with members of the school community including parents.
5-L Demonstrates self-confidence and emotional stability in working with others.
5-M. Accepts responsibility for own actions.
5-N.Allocates time by priorities rather than by circumstance.
5-O. Recognizes and values diversity.
5-P. Treats people fairly, equitably, and with dignity and respect.

STANDARD SIX

DEVELOPS AND MAINTAINS POSITIVE RELATIONSHIPS BETWEEN SCHOOL AND DISTRICT, PARENTS, AND COMMUNITY.

6-A. Develops and maintains open channels of communication between the school and the parents.
6-B. Facilitates mutually respectful and effective relationships with other schools in the district and area.
6-C. Works collaboratively with central office staff to achieve school and district initiatives.
6-D. Develops and implements procedures for keeping the community informed about the school program and activities.
6-E. Promotes use of community resources in the school.
6-F. Promotes opportunities for parent involvement in the school.

STANDARD SEVEN

ASSURES PROVISION OF APPROPRIATE STUDENT SERVICES.

7-A. Develops and implements procedures for assuring security and confidentiality of student records.
7-B. Involves stakeholders in development of extra- and co-curricular activities and assures that such activities are conducted within district and state guidelines.

7-C.Works collaboratively with the guidance counselor to assure appropriate counseling services for all students.
7-D.Works collaboratively with the transportation director to provide transportation services for eligible students.
7-E. Works collaboratively with the food school service director to provide food service for students and staff.
7-F. Works collaboratively with central office staff to provide appropriate academic support services for students.

STANDARD EIGHT

IMPROVES PROFESSIONAL COMPETENCE THROUGH PARTICIPATION IN APPROPRIATE PROFESSIONAL DEVELOPMENT ACTIVITIES.

8-A. Takes part in required school and district professional development programs.
8-B. Completes in a timely fashion training mandated for the position by the state (e.g., instructional leadership, evaluation).
8-C. Develops and works to achieve an Individual Professional Growth Plan.
8-D. Improves knowledge of and keeps current in field by completing at least one of these annually:

1. Attends professional conferences and workshops related to the position.
2. Engages in planned professional reading.
3. Maintains membership in an appropriate professional organization.
4. Takes graduate courses appropriate to position.

STANDARD NINE

IMPLEMENTS THE KENTUCKY EDUCATION REFORM ACT AND OTHER LAWS, REGULATIONS, AND POLICIES APPLICABLE TO EDUCATION OF STUDENTS IN THIS SCHOOL DISTRICT.

9-A. Keeps informed regarding laws, regulations, and policies applicable to the school and shares pertinent information with appropriate members of the school community including parents.
9-B. Follows applicable laws, regulations, and policies in administration of the school.
9-C. Works collaboratively with the School Council to implement school- based decision making in the school.
9-D. Completes required paperwork in a timely manner.
9-E. Meets required work schedule.

1. Is regular in attendance.
2. Is punctual in meeting scheduled obligations.

9-F. Follows the Kentucky School Personnel Code of Ethics as established by the Kentucky Education Professional Standards Board.

PERFORMANCE STANDARDS
CENTRAL OFFICE ADMINISTRATOR

STANDARD ONE

EXERCISES LEADERSHIP IN THE DEVELOPMENT, IMPLEMENTATION, AND

EVALUATION OF EFFECTIVE EDUCATION PROGRAMS BASED ON KERA GOALS AND COORDINATED WITH THE DISTRICT MISSION.

1-A. Works collaboratively with principals, councils, and school staffs to develop and achieve school and district initiatives.
1-B. Interprets KERA goals and academic expectations and district philosophy and mission to members of the school community.
1-C. Engages stakeholders in development of short and long range plans based on the district mission and initiatives.
1-D. Leads members of the school community in evaluation of progress in achieving school and district goals.
1-E.Sets and communicates high expectations for student and staff achievement.

STANDARD TWO

FACILITATES A CLIMATE CONDUCIVE TO TEACHING AND LEARNING.

2-A.Works collaboratively with principals, councils, and school staffs to assure support for academic instruction as the first priority.
2-B.Works with staff to implement research-based instructional and behavior management techniques throughout the district.
2-C.Works with stakeholders to evaluate and adjust programs to meet identified needs.

STANDARD THREE

MANAGES PROGRAMS AND RESOURCES TO SUPPORT ACHIEVEMENT OF DISTRICT AND SCHOOL MISSIONS AND INITIATIVES

3-A. Develops plans, budgets, and procedures for operation of programs for which responsible.
3-B. Monitors implementation of programs to assure compliance with applicable laws, regulations, and policies.
3-C. Monitors expenditures and reviews program accounting records on a regular basis.
3-D.Develops and implements procedures for acquisition of needed materials and services in a timely fashion.
3-E. Develops and implements appropriate record-keeping procedures for programs for which responsible.
3-F.Evaluates program effectiveness and makes appropriate adjustments.
3-G.Interprets programs to members of the school community.
3-H.Informs Superintendent of factors significant in program operation.
3-I. Fulfills other specific duties assigned by job description.
3-J. Uses technology to support instruction and administration.

1. Operates a multimedia computer and peripherals and uses a variety of software.
2. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations including software.
3. Uses computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, and make presentations.
4. Assists staff in using computers and other technology in instruction and to increase productivity.
5. Uses technology in a manner consistent with applicable laws and policies.

STANDARD FOUR

PROVIDES SUPERVISION AND LEADERSHIP FOR STAFF ASSIGNED TO HIS/HER PROGRAM AREAS.

4-A. Participates in selection and hiring of staff members when appropriate.
4-B. Assures that staff members working with a particular program understand their roles and responsibilities with regard to that program.
4-C. Supervises staff members using procedures which enhance individual responsibility and decision-making on part of staff members.
4-D. Involves staff members assigned to programs he/she coordinates in appropriate professional development activities.

STANDARD FIVE

DEMONSTRATES POSITIVE PROFESSIONAL LEADERSHIP TRAITS.

5-A. Communicates effectively in speaking and writing.
5-B. Listens interactively.
5-C. Makes and implements decisions in a timely fashion.
5-D. Gathers input from affected parties prior to making decisions.
5-E. Evaluates effects of decisions and adjusts them when appropriate.
5-F. Recognizes sources of potential conflicts or problems and acts to avert them.
5-G. Demonstrates conflict resolution skills.
5-H. Selects and uses appropriate channels in resolving problems or communicating information.
5-I. Uses discretion in handling confidential or sensitive information.
5-J. Recognizes staff achievements and provides positive feedback to staff.
5-K. Makes self available for conferences with members of the school community including parents when appropriate.
5-L. Demonstrates self-confidence and emotional stability in working with others.
5-M. Accepts responsibility for own actions.
5-N. Allocates time by priorities rather than by circumstance.
5-O. Recognizes and values diversity.
5-P. Treats people fairly, equitably, and with dignity and respect.

STANDARD SIX

DEVELOPS AND MAINTAINS POSITIVE RELATIONSHIPS BETWEEN DISTRICT, SCHOOLS, PARENTS, AND COMMUNITY.

6-A. Develops and maintains open channels of communication between district and parents and community.
6-B.Facilitates mutually respectful and effective relationships between schools in the district.
6-C.Facilitates mutually respectful and effective relationships between the district and other educational and community agencies.
6-D. Participates in keeping the community informed about the school program and activities.
6-E. Promotes use of community resources in the schools.
6-F. Promotes parent involvement in the schools.

STANDARD SEVEN

IMPROVES PROFESSIONAL COMPETENCE THROUGH PARTICIPATION IN APPROPRIATE PROFESSIONAL DEVELOPMENT ACTIVITIES.

7-A.Attends and takes part in required school and district professional development programs.
7-B. Completes in a timely fashion training mandated for the position by the state.
7-C. Develops and works to achieve an Individual Professional Growth Plan.
7-D. Improves knowledge of and keeps current in field by completing at least one of these annually:

1. Attends professional conferences and workshops related to the position.
2. Engages in planned professional reading.
3. Maintains membership in an appropriate professional organization.
4. Takes graduate courses appropriate to position.

STANDARD EIGHT

IMPLEMENTS THE KENTUCKY EDUCATION REFORM ACT AND OTHER LAWS, REGULATIONS, AND POLICIES APPLICABLE TO EDUCATION OF STUDENTS IN THIS SCHOOL DISTRICT.

8-A. Keeps informed regarding laws, regulations, and policies applicable to the school and shares pertinent information with appropriate members of the school community including parents.
8-B. Follows applicable laws, regulations, and policies in administration of his/her assigned programs.
8-C.Completes required paperwork in a timely manner.
8-D. Meets required work schedule.

1. Is regular in attendance.
2. Is punctual in meeting scheduled obligations.

8-E .Follows the Kentucky School Personnel Code of Ethics as established by the Kentucky Education Professional Standards Board.

PERFORMANCE STANDARDS
SUPERINTENDENT

STANDARD ONE

EXERCISES LEADERSHIP IN THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF EFFECTIVE EDUCATION PROGRAMS BASED ON KERA GOALS AND COORDINATED WITH THE DISTRICT MISSION.

1-A. Works collaboratively with the Board of Education, school councils, professional and classified staff to develop and achieve school and district initiatives.

1-B. Interprets KERA goals and academic expectations and district philosophy and mission to the school community, parents, and the community at large.

1-C. Engages stakeholders in long and short term planning and evaluation for the school district.

1-D. Sets and communicates high expectations for students and staff.

1-E. Takes steps to build support for and loyalty to the mission of the school district.

STANDARD TWO

FACILITATES A CLIMATE CONDUCIVE TO TEACHING AND LEARNING.

2-A. Works collaboratively with the Board, principals, councils, professional and classified staff to assure support for academic instruction as the district's first priority.

2-B. Works with staff to implement research-based instructional and behavior management techniques throughout the district.

2-C. Works with stakeholders to evaluate and adjust programs to meet identified needs.

2-D. Monitors and evaluates student progress in meeting academic expectations and curriculum outcomes and reports findings to the Board.

2-E. Provides leadership in the development, implementation, and evaluation of a curriculum consonant with KERA goals and district philosophy.

2-F. Develops and implements procedures to establish an environmentwhich assures the physical safety and well-being of students and staff.

2-G. Monitors climate and effectiveness of the educational program through regular and frequent visits to all facilities and programs operated by the school system and reports his findings to the Board.

STANDARD THREE

WORKS COOPERATIVELY WITH THE BOARD OF EDUCATION IN THE DEVELOPMENT AND IMPLEMENTATION OF DISTRICT POLICIES AND PROGRAMS

3-A. Keeps the Board informed on issues, needs, and operation of the school system.

3-B. Offers professional advice to the Board on items requiring its action with appropriate recommendations based on careful study and analysis.

3-C. Supports and interprets Board policy and actions to the public and the staff.

3-D. Serves as a liaison between the Board and the staff to promote mutual respect and understanding.

3-E. Works to resolve cooperatively any differences which may arise between himself and the Board.

STANDARD FOUR

MANAGES PROGRAMS AND RESOURCES TO SUPPORT ACHIEVEMENT OF DISTRICT AND SCHOOL MISSIONS AND INITIATIVES.

4-A. Involves stakeholders in the development of budgets linked to long and short terms plans and goals.

4-B. Develops and implements procedures for acquisition of needed services and materials in a timely fashion.

4-C. Develops and implements procedures for inventory control and allocation of materials.

4-D. Monitors expenditures and reviews accounting records on a regular basis and reports findings to the Board.

4-E. Monitors implementation of all programs operated by the district to assure compliance with applicable laws and regulations.

STANDARD FIVE

HIRES, SUPERVISES, AND PROVIDES LEADERSHIP FOR PROFESSIONAL AND CLASSIFIED STAFF.

5-A. Recruits and employs personnel based on their qualifications and fitness for the position, working cooperatively with principals and councils as provided by law.

5-B. Develops sound personnel procedures and practices and is fair and consistent in their implementation.

5-C. Develops salary schedules for all personnel and recommends to the Board levels which, within budgetary limitations, best promote recruitment and maintenance of competent staff.

5-D. Assures that all staff members understand their roles and responsibilities.

5-E. Delegates authority to staff members appropriate to their positions and job descriptions.

5-F. Supervises staff members using procedures which enhance individual responsibility and decision-making on part of staff members.

5-G. Evaluates staff members according to district policy and procedures.

5-H. Monitors and provides support for appropriate professional development activities for all staff.

5-I. Recognizes staff achievements and provides positive feedback to staff.

STANDARD SIX

DEVELOPS AND MAINTAINS POSITIVE RELATIONSHIPS BETWEEN DISTRICT, SCHOOLS, PARENTS, AND COMMUNITY.

6-A. Develops and maintains open channels of communication between district, parents, and the community at large.

6-B. Facilitates mutually respectful and effective relationships between schools in the district and between central office and school staffs.

6-C. Facilitates mutually respectful and effective relationships with other educational agencies.

6-D. Develops and implements procedures for keeping the community informed about the school system.

6-E. Develops and implements procedures to encourage parent involvement in the schools.

STANDARD SEVEN

EXHIBITS LEADERSHIP TRAITS WHICH PROMOTE A POSITIVE TONE FOR THE DISTRICT AND SHARED RESPONSIBILITY FOR ITS SUCCESS OR LACK THEREOF.

7-A. Communicates effectively in speaking and writing.

7-B. Listens interactively.

7-C. Makes and implements decisions in a timely fashion.

7-D. Gathers input from affected parties prior to making decisions.

7-E. Evaluates effects of decisions and adjusts them when appropriate.

7-F. Recognizes sources of potential conflicts or problems and acts to avert them.

7-G. Demonstrates conflict resolution skills.

7-H. Uses discretion in handling confidential or sensitive information.

7-I. Makes self available for conferences with members of the school community, parents, and members of the community at large when appropriate.

7-J. Accepts responsibility for own actions.

7-K. Demonstrates self-confidence and emotional stability in working with others.

7-L. Allocates time by priorities rather than by circumstance.

7-M. Recognizes and values diversity.

7-N. Treats people fairly, equitably, and with dignity and respect.

STANDARD EIGHT

IMPROVES PROFESSIONAL COMPETENCE THROUGH PARTICIPATION IN APPROPRIATE PROFESSIONAL DEVELOPMENT ACTIVITIES.

8-A. Completes in a timely fashion training mandated for the position by the state or by the Board.

8-B. Develops and works to achieve an Individual Professional Growth Plan.

8-C. Engages in other activities as appropriate such as attendance at professional conferences, continuing education, planned professional reading, and membership in professional organizations.

STANDARD NINE

IMPLEMENTS THE KENTUCKY EDUCATION REFORM ACT AND OTHER LAWS, REGULATIONS, AND POLICIES APPLICABLE TO EDUCATION OF STUDENTS IN THIS SCHOOL DISTRICT.

9-A. Keeps informed regarding laws, regulations, and policies applicable to operation of the school system and shares pertinent information with the Board and other appropriate members of the school community.

9-B. Follows applicable laws, regulations, and policies in administration of the school system.

9-C. Meets required work schedule.
1. Is regular in attendance.
2. Is punctual in meeting scheduled obligations.

9-D. Follows the Kentucky School Personnel Code of Ethics as established by the Kentucky Education Professional Standards Board.

EVALUATION FORMS

LIST OF FORMS USED IN EVALUATION OF CERTIFIED STAFF

Teacher

Pre-Observation Form
Teacher Observation Form
General Performance Checklist: Teacher

Librarian

Pre-Observation Form (if lesson is to be observed)
Librarian Observation Form
General Performance Checklist: Librarian

Counselor

Counselor Observation Form
General Performance Checklist: Counselor

Building Administrator

Building Administrator Observation Form
General Performance Checklist: Building Administrator

Central Office Administrator

Central Office Administrator Observation Form
General Performance Checklist: Central Office

Common Form: Building and Central Office Administrators

Stakeholder Appraisal of Administrator Effectiveness

Forms Common to All Positions below Superintendent

Individual Professional Growth Plan
Report of Formative Evaluation Conference
Summative Evaluation Report
Evaluation Response Form
Evaluation Appeal Form

Superintendent

Superintendent Performance Checklist
Individual Professional Growth Plan: Superintendent

Harlan Independent School District

PRE-OBSERVATION FORM

This form is to be used for all announced observations. The teacher should submit it to the principal the day prior to the observation.

Teacher _____

Date observation is scheduled _____

Class to be observed _____ Time _____

1. What are the objectives of the lesson? How are they related to KERA goals and academic expectations?

2. How does this lesson fit in the overall course? What will have come immediately before and immediately after this lesson?

3. Give an outline of the lesson showing major activities and indicating teaching methods and materials to be used.

4. How will you know if the students have mastered the objectives?

5. Are there any group or individual characteristics or circumstances of which the evaluator should be aware (e.g., Unusual behaviors, group inter-actions, students leaving class during the period, high proportion of at-risk students or academically talented)?

HARLAN INDEPENDENT SCHOOL DISTRICT

TEACHER OBSERVATION FORM

Teacher's Name _____
Date of Observation _____
Class Observed _____
Starting Time _____ **Ending Time** _____
Level of Students _____ **Number of Students** _____
Signature of Evaluator _____

Attach copy of lesson plan and evaluator scripting of lesson to this form.

Rate each item using these ratings:

S = Satisfactory. ***Completes the important components of the indicator and demonstrates control of the skills called for by the indicator.***

I = Needs Improvement. ***Completes most of the important components of the indicator and demonstrates some control of the skills called for by the indicator.***

U = Unsatisfactory. ***Fails to complete most of the important components and/or demonstrates minimal or no control of the skills called for by the indicator.***

N = Not observed. The item called for was not relevant to the lesson being observed and therefore not needed or the observer was not present when the activity occurred.

Note: Activities which are starred (**) are mandatory for all lessons. If one of them should have occurred while the observer was present and did not, it should be rated "U."

Rating	***Indicator***	***Comments***
____	**1-A. Engage student as an active participant in learning.**	
	1. Use hands-on activities as appropriate.	
	2. Use authentic activities.	
____	**1-B. Promote student independence as learner.**	
	1. Teach student to be a strategic learner.	
	2. Provide opportunities for student to work independently.	
	3. Provide opportunities for student to engage in critical and creative thinking.	
	4. Provide opportunities for student to engage in problem solving.	
	5. Provide opportunities for student self-evaluation and peer evaluation.	
____	**1-D. Diagnose student's instructional level and use information to design appropriate instruction.**	
	1. Select appropriate diagnostic tools and use to assess student readiness and to plan instruction.	
	2. Demonstrate ability to group and regroup students appropriately for	

instruction according to needs, interests, and developmental levels.
3. Consider diversity and individual differences in designing instruction.

____ **1-E. Employ a variety of research-based teaching techniques appropriate to student's developmental level and needs.**

Several or all of these as appropriate:

1. Incorporate hands-on activities into instruction.
2. Use authentic activities.
3. Use cooperative learning groups.
4. Ask open-ended questions.
5. Ask questions at all levels of Bloom's Taxonomy.
6. Use audio-visual materials to support instruction.
7. Assign meaningful homework which reinforces class work.
8. Use learning centers.
9. Use guided and independent practice appropriate to objectives.
10. Use other research-based techniques appropriate to objectives.

____ **1-F. Employ techniques which encourage rather than discourage student.**

At least one must be present in the lesson observed:

5. Use specific and appropriate praise.**
6. Incorporate incentive techniques.**

____ **1-H. Demonstrate knowledge of subject.**

Both must be present in the lesson observed:

1. Demonstrate knowledge of content adequate to the courses being taught.**
2. Display confidence in presentation of subject matter.**

____ **1-I. Teach to the goals and academic expectations of the Kentucky Education Reform Act and the district curriculum framework.**

Lesson observed must show evidence of all three:

3. Develop unit and daily instructional objectives based on the academic expectations.**
4. Select content which supports achievement of expectations.**
5. Develop objectives and select content within parameters of state and district curriculum frameworks.**

____ **1-J. Use technology to support instruction, professional growth and productivity.** (may not be observed on a particular occasion)

1. Operate a multimedia computer and peripherals and use a variety of software.
2. Apply research-based instructional practices that use computers and other

technologies.

____ **2-A. Provide opportunity to practice democratic principles.**

4. Promote student decision-making.
5. Assign tasks that teach students to accept responsibility.
6. Provide opportunities for students to display initiative.

____ **2-B. Teach so as to strengthen student self-efficacy.**

At least one must be present in the lesson observed:

1. Create opportunities for students to experience success.
2. Use appropriate questioning techniques.
3. Vary instruction to accommodate differences in learning styles.

____ **2-C. Structure classes to keep students engaged with content and maximize academic learning time.**

Lesson observed must show evidence of all of these:

3. Begin classes on time.**
4. Establish set for learning at beginning of class.**
5. Allot appropriate amounts of time for each activity.**
6. Move about the room appropriately during class.**
7. Effect smooth transitions between activities.**
8. Bring classes to a planned closure.**
9. Organize space and materials in a way that minimizes loss of instructional time.**
10. Handle discipline and other interruptions to learning with a minimum of loss of time.**

____ **3-A. Accept student as unique individual human being with feelings**

1. Interact with student in a friendly manner.
2. Listen interactively to students.
3. Promote an open atmosphere enabling students to express their ideas.
4. Recognize and respond appropriately to individual academic, physical, social, and cultural differences.

____ **3-B. Organize class so as to promote student behavior which is respectful towards the teacher and other students**

3. Set and go over standards of behavior for the class which encourage students to develop courtesy, self-control, respect, and responsibility.
4. Demonstrate fairness and consistency in enforcing standards.
5. Reinforce acceptable behaviors using praise and constructive comments.
6. Anticipate potentially disruptive situations and take preventive measures.
7. Recognize situations requiring a disciplinary response.
8. Use appropriate consequences for altering unacceptable behaviors.

9. Manage discipline problems in accordance with school and district policies and procedures and applicable state and federal laws and regulations.

Standards Four-Seven are documented using the General Performance checklist.

General Comments by Observer:

HARLAN INDEPENDENT SCHOOL DISTRICT

GENERAL PERFORMANCE CHECKLIST
TEACHERS

Name _____
School _____
Specific Position _____
Period covered by this report:
Beginning date _____ **Ending date** _____
Signature of Evaluator _____

This form is to be completed at the time of each classroom observation and should summarize anecdotal and other documentation gathered since the last checklist was completed.

Ratings

S = Satisfactory. Completes the important components of the indicator and demonstrates control of the skills called for by the indicator.

I = Needs improvement. Completes most of the important components of the indicator and demonstrates some control of the skills called for by the indicator.

U = Unsatisfactory. Fails to complete most of the important components and/or demonstrates minimal or no control of the skills called for by the indicator.

N = Not applicable. Use only if item is not relevant due to unique circumstances of the individual position.

Rating	Indicator	Comments
	1. Prepares and plans for instruction. [1-C]	
	2. Uses appropriate tools to assess student's readiness and plan instruction. [1-D.1]	
	3. Demonstrates ability to group and regroup students appropriately for instruction according to needs, interests, and developmental levels. [1-D.2]	
	4. Assesses student's progress and communicates results to student and parents. [1-G]	
	5. Uses technology to support instruction, professional growth and productivity. [1-J]	
	6. Reteaches objectives when necessary. [2-B.4]	
	7. Uses appropriate consequences for altering unacceptable behaviors. [3-B.6.]	

	8. Manages discipline problems in accordance with school and district policies and procedures and applicable state and federal laws and regulations. [3-B.7]	
	9. Handles personal information and communication in an ethical manner. [3-C.1]	
	10. Follows district, state, and federal laws and regulations relating to student records and privacy. [3-C.2]	
	11. Demonstrates effective interpersonal skills in working with colleagues. [4-A]	
	12. Attends faculty, team, and committee meetings. [4-B.1]	
	13. Accepts and carries out responsibilities arising from faculty, team, or committee membership and initiatives. [4-B.2]	
	14. Shares materials and equipment. [4-B.3]	
	15. Fulfills assigned noninstructional duties. [4-B.4]	
	16. Makes self available to parents and students for conferences at appropriate times in the school setting. [5-A]	
	17. Treats all individuals with fairness, dignity, and respect. [5-A.4]	
	18. Follows applicable laws and policies in carrying out responsibilities. [6-A.1]	
	19. Selects appropriate channels for resolving concerns/problems. [6-A.2]	
	20. Completes required paperwork in a timely, professional fashion. [6-B]	
	21. Is regular in attendance at work. [6-C.1]	
	22. Is punctual in meeting classes and other scheduled observations. [6-C.2]	
	23. Follows the Kentucky School Personnel Code of Ethics [6-D]	
	24. Participates in required professional development activities. [7-A]	

	25. Improves knowledge of and keeps current in content/certification area(s) by: __ membership in content area association __ attending content area workshops __ taking graduate courses in content area __ engaging in planned reading in content area [7-C]	

HARLAN INDEPENDENT SCHOOL DISTRICT

LIBRARIAN OBSERVATION FORM

Name_____

School _____ **Date Observed** _____

The Librarian is to be observed in a situation in which he/she interacts with students such as (a) working with a class which has come to the library to complete an assignment or (b) instructing a group on library use.

Attach a copy of the evaluator scripting to this form.

Briefly describe setting/activities observed:

Using the Performance Standards for Librarians and in the context of the situation observed, rate the librarian on any of the indicators observed using S, I, or U. If an indicator was not observed, write N. Then write a brief narrative summarizing your observation with regard to that standard. Enter an overall rating of S, I, or U for the standard. If no activity relating to the standard was observed, no action is needed.

___ **STANDARD TWO. Maintain an environment conducive to learning.**

___ Create a physical setting which encourages library media center use. [2-C]

___ **STANDARD THREE. Establish and maintain standards of mutually respectful behavior.**

___ Interact with student(s) in a friendly manner. [3-A.1]

___ Listen interactively to students. [3-A.2]
___ Promote an open atmosphere enabling students to express their ideas. [3-A.3]
___ Establish and explain standards for conduct in the library media center which encourage respectful behavior. [3-B.1]
___ Demonstrate fairness and consistency in enforcing standards. [3-B.2]
___ Reinforce acceptable behaviors using praise and constructive comments. [3-B.3]
___ Recognize situations requiring a disciplinary response and anticipate potentially disruptive situations and take preventive measures. [3-B.4-5.]
___ Use appropriate consequences for altering unacceptable behaviors. [3-B.6]

___ **STANDARD FOUR. Instruct students in library media center use and skills as needed.**

___ Provide instruction in library media center use and skills. [4-A]
___ Develop and use an appropriate lesson plan. [4-B.1]
___ Establish set for learning at beginning of lesson. [4-B.2]
___ Allot appropriate amount of time for each activity. [4-B.3]
___ Move about room during instruction. [4-B.4]
___ Effect smooth transitions and bring lesson to closure. [4-B.5-6]
___ Conduct lesson with minimal loss of time on task. [4-B.7-8]
___ Use appropriate research-based techniques. [4-C]

_____

Primary Evaluator's Signature

_____

Date

HARLAN INDEPENDENT SCHOOL DISTRICT

GENERAL PERFORMANCE CHECKLIST
LIBRARIANS

Name _____
School _____
Specific Position _____
Period covered by this report:
Beginning date _____ **Ending date** _____
Signature of Evaluator _____

This form is to be completed at the time of each classroom observation and should summarize anecdotal and other documentation gathered since the last checklist was completed.

Ratings

S = Satisfactory. Completes the important components of the indicator and demonstrates control of the skills called for by the indicator.

I = Needs improvement. Completes most of the important components of the indicator and demonstrates some control of the skills called for by the indicator.

U = Unsatisfactory. Fails to complete most of the important components and/or demonstrates minimal or no control of the skills called for by the indicator.

N = Not applicable. Use only if item is not relevant due to unique circumstances of the individual position.

Rating	Indicator	Comments
	1. Engages in short and long term planning for library media center development. [1-A]	
	2. Involves members of the school community in planning and developing activities. [1-B]	
	3. Develops budgets which use available financial resources to support achievement of goals. [1-C]	
	4. Develops and implements procedures for expansion of library media center collections [1-D]	
	5. Maintains current collections in useful condition. [1-E]	
	6. Maintains accurate and accessible records of collections. [1-F]	
	7. Evaluates program effectiveness and make appropriate adjustments. [1-G]	
	8. Uses technology to support instruction, professional growth and productivity. [1-H]	

	9. Assists students and staff in the use of computers and other technology. [1-I.1]	
	10. Assists in the repair of computers and audio-visual equipment.[1-I.2]	
	11. Works collaboratively with principal, council, and fellow staff members to assure support for academic instruction as the library media center's first priority. [2-A]	
	12. Develops and implements procedures and activities which encourage use of the library media center by students and staff. [2-B]	
	13. Creates a physical setting which encourages library media center use. [2-C]	
	14. Accepts student as unique individual human being with feelings. [3-A]	
	15. Recognizes and responds appropriately to individual academic, physical, social, and cultural differences. [3-A.4]	
	16. Establishes and maintains a library media center environment which promotes student behavior which is respectful towards the teacher and other students [3-B]	
	17. Limits discussions of students to a professional context. [3-C]	
	18. Structures group instruction to keep students engaged and maximize academic learning time. [4-B]	
	19. Uses appropriate research-based techniques when instructing students in groups or individually. [4-C]	
	20. Demonstrates effective interpersonal skills in working with colleagues. [5-A]	
	21. Accepts and fulfills responsibilities as a member of the faculty to the faculty. (Faculty refers to both school and district.) [5-B]	
	22. Makes self available to parents and students for conferences at appropriate times in the school setting. [6-A]	
	23. Treats all individuals with fairness, dignity, and respect. [6-A.4]	
	24. Participates in required professional development activities. [7-A]	

	25. Improves knowledge of and keeps current in field by: ___ maintaining membership in professional association for librarians/media specialists; ___ attending professional conferences related to library/media center issues; ___ taking graduate courses relating to duties; ___ engaging in planned professional reading related to library/media center concerns. [7-C]	
	26. Makes and carries out professional decisions in the context of applicable laws and policies. [8-A]	
	27. Completes required paperwork in a timely, professional fashion. [8-B]	
	28. Is regular in attendance at work. [8-C.1]	
	29. Is punctual in meeting scheduled activities. {8-C.2]	
	30. Follows the Kentucky School Personnel Code of Ethics as established by the Kentucky Education Professional Standards Board. [8-D]	

General Comments/Recommendations of the Evaluator:

HARLAN INDEPENDENT SCHOOL DISTRICT

COUNSELOR OBSERVATION FORM

Name_____

Position _____ **Date Observed** _____

Counselors are to be observed in one of these settings: (a) working with or teaching a group of students in a non-confidential situation or (b) working with a group of teachers and/or parents in a situation where the counselor is the leader/facilitator.

Attach a copy of the evaluator scripting to this form.

Briefly describe setting/activities observed:

Using the Performance Standards for Counselors and in the context of the activity observed, rate the counselor on any of the indicators observed using S, I, or U. If an indicator was not observed, write N. Then write a brief narrative summarizing your observation with regard to that standard. If no activity relating to the standard was observed, no narrative is needed.

___ **STANDARD ONE. Participates in the development, implementation, and evaluation of effective education programs based on KERA goals and coordinated with the district mission.**

___ 1-A. Works collaboratively with other members of the school community to develop and achieve school and district initiatives.

___ **STANDARD TWO. Facilitates a climate conducive to teaching and learning.**

___ 2-A. Displays knowledge of environmental factors and situations which affect students' behavior and development.

___ 2-C. Facilitates communication among and between teachers, students, and parents.

___ **STANDARD FOUR. Uses individual and small group counseling to address mental, physical, and emotional barriers to learning. . . .**

___4-C. Conducts class and large group guidance sessions on appropriate topics.

___4-D. Communicates with students in a manner appropriate to age and developmental level.

___ **STANDARD FIVE. Provides a developmental, preventive guidance program to all students within the school.**

___ 5-D. Provides guidance for maximizing personal growth and development.

___ 5-E. Teaches the school developmental guidance curriculum, OR assists teachers in teaching it.

___ **STANDARD SIX. Demonstrates positive professional leadership traits.**

___ 6-A. Communicates effectively in speaking.
___ 6-B. Listens interactively.
___ 6-G. Demonstrates conflict resolution skills.
___ 6-K. Demonstrates self-confidence and emotional stability in working with others.
___ 6-L. Takes responsibility for own actions.

___ **STANDARD SEVEN. Develops and maintains positive relationships between school and district, parents, and community.**

___ 7-A. Develops and maintains open channels of communication between schools and parents and community.
___ 7-D. Participates in keeping the community informed about the school program and activities.

_____

Primary Evaluator's Signature

_____

Date

HARLAN INDEPENDENT SCHOOL DISTRICT

GENERAL PERFORMANCE CHECKLIST
COUNSELOR

Name_____
School _____
Period covered by this report:
Beginning date _____ **Ending date** _____
Signature of Evaluator _____

This form is to be completed at the time of each classroom observation and should summarize anecdotal and other documentation gathered since the last checklist was completed.

Ratings

S = Satisfactory. Completes the important components of the indicator and demonstrates control of the skills called for by the indicator.

I = Needs improvement. Completes most of the important components of the indicator and demonstrates some control of the skills called for by the indicator.

U = Unsatisfactory. Fails to complete most of the important components and/or demonstrates minimal or no control of the skills called for by the indicator.

N = Not applicable. Use only if item is not relevant due to unique circumstances of the individual position.

Rating	Indicator	Comments
	1. Works collaboratively with other members of the school community to develop and achieve school and district initiatives. [1-A]	
	2. Participates with other members of the school community in evaluation of progress in achieving school and district goals. [1-B]	
	3. Assists in planning and administering the school assessment program. [1-C]	
	4. Provides training for faculty, students, and parents regarding the assessment program. [1-D]	
	5. Interprets assessment results and other indicators of student progress to students, faculty, parents, and community. [1-E]	
	6. Works with staff to implement research-based instructional and behavior management techniques in the school. [2-B]	
	7. Facilitates communication among and between teachers, students, and parents. [2-C]	
	8. Facilitates new student integration into the school community.[2-D]	

	9. Assists in diagnosing students' instructional levels and in the appropriate educational planning and placement for them. [2-E; 2-F; 5-A]	
	10. Works cooperatively with teachers and other staff to develop assistance plans for students. [2-G]	
	11. Assists in referring students to appropriate services. [2-H]	
	12. Works with teachers to provide support for students in a crisis situation.	
	13. Develops and evaluates plans for guidance activities. [3-A; 3-B]	
	14. Has a referral system for guidance services. [3-C]	
	15. Maintains pupil guidance files. [3-D]	
	16. Uses technology in the provision of guidance and counseling services. [3-F]	
	17. Counsels with students in appropriate groupings and responds to student requests for help in a positive, timely way. [4-A; 4-C]	
	18. Conducts class and large group guidance sessions on appropriate topics communicating with students in a developmentally appropriate manner. [4-B; 4-D; 5-E]	
	19. Respects and nurtures the uniqueness of each student, showing consistent sensitivity to differences in abilities, contributions, and social and cultural backgrounds. [4-E]	
	20. Treats all individuals with fairness, dignity, and respect. [4-F]	
	21. Guides individuals and groups of students through the development of educational and career plans. [5-B]	
	22. Facilitates successful transition from one level of education to next. [5-C]	
	23. Makes and implements decisions in a timely fashion. [6-C]	

	24. Gathers input from affected parties prior to making decisions. [6-D]	
	25. Evaluates effects of decisions and adjusts them when appropriate. [6-E]	
	26. Recognizes sources of potential conflicts or problems and acts to avert them. [6-F]	
	27. Demonstrates conflict resolution skills. [6-G]	
	28. Selects and uses appropriate channels in resolving problems or communicating information. [6-H]	
	29. Uses discretion in handling confidential or sensitive information.[6-I]	
	30. Makes self-available for conferences with members of the school community including parents when appropriate. [6-J]	
	31. Demonstrates self-confidence and emotional stability in working with others. [6-K]	
	32. Accepts responsibility for own actions. [6-L]	
	33. Facilitates mutually respectful and effective relationships between schools in the district. [7-B]	
	34. Facilitates mutually respectful and effective relationships between the school and other educational agencies. [7-C]	
	35. Develops open communication between school and parents and community and keeps community informed about school program and activities. [7-A; 7-D]	
	36. Attends and takes part in required school, district, and state professional development programs. [8-A, 8-B]	
	37. Keeps current in field by completing one of these annually: ___ professional conferences & workshops related to position ___ planned professional reading ___ membership in appropriate professional organization ___ graduate courses related to position. [8-D]	
	38. Keeps informed regarding laws, regulations, and policies applicable to the school and shares pertinent information with appropriate members of the school community including parents. [9-A]	
	39. Follows applicable laws, regulations, and policies in administration of his/her assigned programs. [9-B]	

	40. Completes required paperwork in a timely manner. [9-C]	
	41. Is regular in attendance. [9-D.1]	
	42. Is punctual in meeting scheduled obligations. [9-D.2]	
	43. Follows the professional codes of ethics of the American Counseling Association, the American School Counseling Association, and the Kentucky Education Professional Standards Board. [9-E]	

General Comments/Recommendations of the Evaluator:

HARLAN INDEPENDENT SCHOOL DISTRICT

BUILDING ADMINISTRATOR OBSERVATION FORM

Name_____

Position _____ **Date Observed** _____

Building Administrators should be observed in a situation of a non-confidential nature in which they are interacting with people, preferably a meeting or work session which they are leading.

Attach a copy of the evaluator scripting to this form.

Briefly describe setting/activity observed:

Using the Performance Standards for Building Administrators and in the context of the activity observed, rate the administrator on any of the indicators observed using S, I, or U. If an indicator was not observed, write N. Then write a brief narrative summarizing your observation with regard to that standard. If no activity relating to the standard was observed, no narrative is needed.

___ **STANDARD ONE. Exercises leadership in the development, implementation, and evaluation of an effective school program based on KERA goals and coordinated with the district mission.**

___ 1-A. Involves stakeholders in development of statement of mission, goals, and objectives for the school.

___ 1-B. Communicates and interprets KERA goals and academic expectations and district philosophy and mission to members of the school community.

___ 1-C. Engages stakeholders in development of short and long range plans based on the mission of the school.

___ 1-D. Leads members of the school community in evaluation of progress in achieving school and district goals.

___ 1-E. Sets and communicates high expectations for students and staff.

Narrative:

___ **STANDARD TWO. Creates a school climate conducive to teaching and learning.**

___ 2-A. Organizes school so that academic instruction is the first priority.
___ 2-B. Establishes an environment which assures the physical safety and well-being of students and staff.
___ 2-E. Works with certified staff to implement research-based instructional and behavior management techniques throughout the school.
___ 2-F. Monitors and evaluates student progress in meeting academic expectations and curriculum outcomes.
___ 2-G. Works with stakeholders to evaluate and adjust the curriculum to meet identified needs.
___ 2-I. Is consistent and fair in implementation of school policies and procedures.
___ 2-J. Establishes and maintains a school climate that is orderly and based on mutual respect.

Narrative:

___ **STANDARD FIVE. Demonstrates positive professional leadership traits.**

___ 5-A. Communicates effectively in speaking.
___ 5-B. Listens interactively.
___ 5-D. Gathers input from affected parties prior to making decisions.
___ 5-E. Evaluates effects of decisions....
___ 5-F. Recognizes sources of potential conflicts or problems and acts to avert them.
___ 5-G. Demonstrates conflict resolution skills.
___ 5-J. Recognizes student and staff achievements and provides positive feedback to students and staff.

___ 5-L. Demonstrates self-confidence and emotional stability in working with others.

___ 5-M. Accepts responsibility for own actions.

Narrative:

___ **STANDARD SIX. Develops and maintains positive relationships between school and district, parents, and community.**

___ 6-A. Develops and maintains open channels of communication between the school and the parents.

___ 6-B. Facilitates mutually respectful and effective relationships with other schools in the district and area.

___ 6-C. Works collaboratively with central office staff to achieve school and district initiatives.

___ 6-D. Develops and implements procedures for keeping the community informed about the school program and activities.

___ 6-E. Promotes use of community resources in the school.

___ 6-F. Promotes opportunities for parent involvement in the school.

Narrative:

_____

Primary Evaluator's Signature

_____

Date

HARLAN INDEPENDENT SCHOOL DISTRICT

GENERAL PERFORMANCE CHECKLIST
BUILDING ADMINISTRATOR

Name_____
School _____
Period covered by this report:
Beginning date _____ **Ending date** _____
Signature of Evaluator _____

This form is to be completed at the time of each classroom observation and should summarize anecdotal and other documentation gathered since the last checklist was completed.

Ratings

S = Satisfactory. Completes the important components of the indicator and demonstrates control of the skills called for by the indicator.

I = Needs improvement. Completes most of the important components of the indicator and demonstrates some control of the skills called for by the indicator.

U = Unsatisfactory. Fails to complete most of the important components and/or demonstrates minimal or no control of the skills called for by the indicator.

N = Not applicable. Use only if item is not relevant due to unique circumstances of the individual position.

Rating	Indicator	Comments
	1. Involves stakeholders in development of statement of mission, goals, and objectives for the school. [1-A]	
	2. Interprets KERA goals and academic expectations and district philosophy and mission to members of the school community.[1-B]	
	3. Engages stakeholders in development of short and long range plans based on the mission of the school. [1-C]	
	4. Leads members of the school community in evaluation of progress in achieving school and district goals. [1-D]	
	5. Sets and communicates high expectations for students and staff. [1-E]	
	6. Organizes school so that academic instruction is the first priority. [2-A]	
	7. Establishes an environment which assures the physical safety and well-being of students and staff. [2-B]	

	8. Schedules time so as to maximize academic engaged time and minimize disruption of instruction. [2-C, 2-D]	
	9. Works with staff to implement research-based instructional and behavior management techniques throughout the school. [2-E]	
	10. Monitors student progress in meeting academic expectations and works with stakeholders to adjust curriculum to meet identified needs. [2-F, 2-G]	
	11. Monitors school climate and effectiveness through regular and frequent visits to all parts of the campus. [2-H]	
	12. Is consistent and fair in implementation of school policies and procedures. [2-I]	
	13. Establishes and maintains a school climate that is orderly and is based on mutual respect. [2-J]	
	14. Involves stakeholders in developing school budgets linked to long and short term plans. [3-A]	
	15. Develops and implements procedures for acquisition of needed materials and services in a timely fashion. [3-B]	
	16. Allocates physical space consonant with identified needs, with first priority on instructional uses. [3-C]	
	17. Arranges for support staff necessary to school operation. [3-D]	
	18. Inspects physical plant regularly and arranges for necessary custodial and maintenance services. [3-E]	
	19. Monitors expenditures and reviews program accounting records on a regular basis. [3-F]	
	20. Uses technology to support instruction and administration [3-G]	
	21. Participates in selection of certified and classified staff for the school. [4-A]	
	22. Assures that staff members understand their roles and responsibilities. [4-B]	
	23. Evaluates staff members according to district policies and procedures. [4-C]	
	24. Involves staff in appropriate professional development activities. [4-D]	
	25. Supervises staff members using procedures which enhance individual responsibility and decision-making on part of staff members. [4-E]	

	26. Makes and implements decisions in a timely fashion. [5-C]	
	27. Gathers input from affected parties prior to making decisions. [5-D]	
	28. Evaluates effects of decisions and adjusts them when appropriate. [5-E]	
	29. Recognizes sources of potential conflicts or problems and seeks to avert them. [5-F]	
	30. Demonstrates conflict resolution skills. [5-G]	
	31. Selects and uses appropriate channels in resolving problems or communicating information. [5-H]	
	32. Recognizes student and staff achievements and provides positive feedback to students and staff. [5-J]	
	33. Makes self available for conferences with members of the school community including parents. [5-K]	
	34. Demonstrates self-confidence and emotional stability when working with others. [5-L]	
	35. Accepts responsibility for own actions. [5-M]	
	36. Allocates time by priorities rather than by circumstance. [5-N]	
	37. Recognizes and values diversity. [5-O]	
	38. Treats people fairly, equitably, and with dignity and respect. [5-P]	
	39. Develops and maintains open channels of communication between the school and the parents. [6-A]	
	40. Facilitates mutually respectful and effective relationships between schools in the district and the area. [6-B]	
	41. Works collaboratively with central office staff to achieve school and district initiatives. [6-C]	
	42. Participates keeping the community informed about the school program and activities. [6-D]	
	43. Promotes opportunities for parent involvement and use of community resources in the schools. [6-E, 6-F]	

	44. Develops and implements procedures for assuring security and confidentiality of student records and handles sensitive information discreetly. [5-I , 7-A]	
	45. Involves stakeholders in development of extra- and co-curricular activities and assures that such activities are conducted within district and state guidelines. [7-B]	
	46. Works collaboratively with the guidance counselor to assure appropriate counseling services for all students. [7-C]	
	47. Works collaboratively with the transportation director to provide transportation services for eligible students. [7-D]	
	48. Works collaboratively with the school food service director to provide food service for students and staff. [7-E]	
	49. Works collaboratively with central office staff to provide appropriate academic support services for students. [7-F]	
	50. Attends required professional development activities. [8-A, 8-B]	
	51. Completes at least one of these annually: __ professional conferences related to position __ planned professional reading __ membership in appropriate professional organization __ graduate courses related to position [8-D]	
	52. Keeps informed regarding laws, regulations, and policies applicable to the school and shares pertinent information with appropriate members of the school community including parents. [9-A]	
	53. Follows applicable laws, regulations, and policies in administration of his/her assigned programs. [9-B]	
	54. Works collaboratively with the School Council to implement school-based decision-making in the school. [9-C]	
	55. Completes required paperwork in a timely manner. [9-D]	
	56. Meets required work schedule. [9-E]	
	57. Follows the Kentucky School Personnel Code of Ethics. [9-F]	

General Comments/Recommendations of the Evaluator:

HARLAN INDEPENDENT SCHOOL DISTRICT

CENTRAL OFFICE ADMINISTRATOR OBSERVATION FORM

Name_____

Position _____ **Date Observed** _____

Central Office Administrators should be observed in a situation of a non-confidential nature in which they are interacting with people, preferably a meeting or work session which they are leading.

Attach a copy of the evaluator scripting to this form.

Briefly describe setting/activity observed:

Using the Performance Standards for Central Office Administrators and in the context of the activity observed, rate the administrator on any of the indicators observed using S, I, or U. If an indicator was not observed, write N. Then write a brief narrative summarizing your observation with regard to that standard. If no activity relating to the standard was observed, no narrative is needed.

___ **STANDARD ONE. Exercises leadership in the development, implementation, and evaluation of effective education programs based on KERA goals and coordinated with the district mission.**

- ___ 1-A. Works collaboratively with principals, councils, and school staffs to develop and achieve school and district initiatives.
- ___ 1-B. Interprets KERA goals and academic expectations and district philosophy and mission to members of the school community.
- ___ 1-C. Engages stakeholders in development of short and long range plans based on the district mission and initiatives.
- ___ 1-D. Leads members of the school community in evaluation of progress in achieving school and district goals.
- ___ 1-E. Sets and communicates high expectations for student and staff achievement.

Narrative:

___ **STANDARD TWO. Facilitates a climate conducive to teaching and learning.**

___ 2-A. Works collaboratively with principals, councils, and school staffs to assure support for academic instruction as the first priority.
___ 2-B. Works with staff to implement research-based instructional and behavior management techniques throughout the district.
___ 2-C. Works with stakeholders to evaluate and adjust programs to meet identified needs.

Narrative:

___ **STANDARD FIVE. Demonstrates positive professional leadership traits.**

___ 5-A. Communicates effectively in speaking.
___ 5-B. Listens interactively.
___ 5-D. Gathers input from affected parties prior to making decisions.
___ 5-E. Evaluates effects of decisions . . . .
___ 5-F. Recognizes sources of potential conflicts or problems and acts to avert them.
___ 5-G. Demonstrates conflict resolution skills.
___ 5-J. Recognizes staff achievements and provides positive feedback to staff.
___ 5-L. Demonstrates self-confidence and emotional stability in working with others.
___ 5-M. Accepts responsibility for own actions.

Narrative:

___ **STANDARD SIX. Develops and maintains positive relationships between school and district, parents, and community.**

___ 6-A. Develops and maintains open channels of communication between district and parents and community.
___ 6-B. Facilitates mutually respectful and effective relationships between schools in the district.
___ 6-C. Facilitates mutually respectful and effective relationships between the district and other educational and community agencies.
___ 6-D. Participates in keeping the community informed about the school program and activities.
___ 6-E. Promotes use of community resources in the schools.
___ 6-F. Promotes parent involvement in the schools.

Narrative:

_____

Primary Evaluator's Signature

_____

Date

HARLAN INDEPENDENT SCHOOL DISTRICT

GENERAL PERFORMANCE CHECKLIST
CENTRAL OFFICE ADMINISTRATOR

Name _____
School _____
Period covered by this report:
Beginning date _____ **Ending date** _____
Signature of Evaluator _____

This form is to be completed at the time of each classroom observation and should summarize anecdotal and other documentation gathered since the last checklist was completed.

Ratings

S = Satisfactory. Completes the important components of the indicator and demonstrates control of the skills called for by the indicator.

I = Needs improvement. Completes most of the important components of the indicator and demonstrates some control of the skills called for by the indicator.

U = Unsatisfactory. Fails to complete most of the important components and/or demonstrates minimal or no control of the skills called for by the indicator.

N = Not applicable. Use only if item is not relevant due to unique circumstances of the individual position.

Rating	Indicator	Comments
	1. Works collaboratively with principals, councils, and school staffs to develop and achieve school and district initiatives. [1-A]	
	2. Interprets KERA goals and academic expectations and district philosophy and mission to members of the school community.[1-B]	
	3. Engages stakeholders in development of short and long range plans based on the mission of the school. [1-C]	
	4. Leads members of the school community in evaluation of progress in achieving school and district goals. [1-D]	
	5. Sets and communicates high expectations for students and staff. [1-E]	
	6. Works collaboratively to assure support for academic instruction as the first priority. [2-A]	
	7. Works with staff to implement research-based instructional and behavior management techniques throughout district. [2-B]	

	8. Works with stakeholders to evaluate and adjust programs to meet identified needs. [2-C]	
	9. Develops plans, budgets, and procedures for operation of programs for which responsible. [3-A]	
	10. Monitors implementation of programs to assure compliance with applicable laws, regulations, and policies; adjusts for effectiveness, and implements appropriate-record-keeping procedures [3-B, 3-E, 3-F]	
	11. Monitors expenditures and reviews program accounting records on a regular basis. [3-C]	
	12. Develops and implements procedures for acquisition of needed materials and services in a timely fashion. [3-D]	
	13. Interprets programs to members of the school community. [3-G]	
	14. Informs Superintendent of factors significant in program operation. [3-H]	
	15. Fulfills other specific duties assigned by job description. [3-I]	
	16. Uses technology to support instruction and administration. [3-J]	
	17. Participates in selection and hiring of staff members when appropriate. [4-A]	
	18. Assures staff members understand their responsibilities and supervises staff members using procedures which enhance individual responsibility and decision-making on part of staff members. [4-B, 4-C]	
	19. Involves staff members in appropriate professional development activities. [4-D]	
	20. Communicates effectively in writing. [5-A]	
	21. Makes and implements decisions in a timely fashion. [5-C]	
	22. Gathers input from affected parties prior to making decisions. [5-D]	
	23. Evaluates effects of decisions and adjusts them when appropriate. [5-E]	
	24. Recognizes sources of potential conflicts or problems and seeks to avert them. [5-F]	
	25. Demonstrates conflict resolution skills. [5-G]	

	26. Selects and uses appropriate channels in resolving problems or communicating information. [5-H]	
	27. Uses discretion in handling confidential or sensitive information. [5-I]	
	28. Recognizes staff achievements and provides positive feedback. [5-J]	
	29. Makes self available for conferences with members of school community (including parents) when appropriate. [5-K]	
	30. Demonstrates self-confidence and emotional stability when working with others. [5-L]	
	31. Accepts responsibility for own actions. [5-M]	
	32. Allocates time by priorities rather than by circumstance. [5-N]	
	33. Recognizes and values diversity. [5-O]	
	34. Treats people fairly, equitably, and with dignity and respect. [5-P]	
	35. Develops and maintains open channels of communication between district and parents and community. [6-A]	
	36. Facilitates mutually respectful and effective relationships between schools in the district. [6-B]	
	37. Facilitates mutually respectful and effective relationships between the district and other educational agencies. [6-C]	
	38. Participates in keeping the community informed about the school program and activities. [6-D]	
	39. Promotes use of community resources in the schools. [6-E]	
	40. Promotes parent involvement in the schools. [6-F]	
	41. Attends required professional development activities. [7-A, 7-B]	
	42. Improves knowledge of and keeps current in field by completing at least one these annually: ___ professional conferences and workshops related to the position. ___ planned professional reading. ___ membership in an appropriate professional organization. ___ graduate courses related to position.	

	43. Keeps informed regarding laws, regulations, and policies applicable to the school and shares pertinent information with appropriate members of the school community including parents. [8-A]	
	44. Follows applicable laws, regulations, and policies in administration of his/her assigned programs. [8-B]	
	45. Completes required paperwork in a timely manner. [8-C]	
	46. Meets required work schedule. [8-D]	
	47. Follows the Kentucky School Personnel Code of Ethics. [8-E]	

General Comments/Recommendations of the Evaluator: