

Certified Evaluation Plan

2005-2006

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**HART COUNTY SCHOOLS
CERTIFIED EVALUATION PLAN
COMMITTEE MEMBERS**

SCHOOL	NAME	POSITION
Bonnieville Elementary	Susan Rowe	Teacher
Central Office	Judy Lawler	Assistant Superintendent
Central Office	Ricky Line	Superintendent
Cub Run Elementary	Stacy Wilson	Teacher
Hart County High School	Bo Chenoweth	Assistant Principal
Legrande Elementary	Gail Melloan	Teacher
Memorial Elementary	Steve Caven	Principal
Munfordville Elementary	Louise Hardy	Teacher

The Hart County Contact Person for the Certified Evaluation Plan is the Assistant Superintendent.

This plan was approved at the February 17, 2005, Board of Education Meeting.

**ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN**

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

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

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

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

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

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

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

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

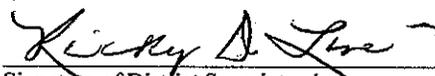
Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on February 17, 2005.



Signature of District Superintendent

3-17-05

Date



Signature of Chairperson, Board of Education

3-17-05

Date

THE EVALUATION PROCESS HOW IT WORKS

A. ORIENTATION

An orientation session to acquaint certified employees with the evaluation process will be conducted by administrators within the first month of reporting for employment each school year. All employees who are newly hired during the school year will receive training within their first month of employment.

This annual review shall be an explanation of the contents of the evaluation plan handbook, including the Evaluation Standards and Performance Criteria. Each building principal is responsible for explaining to building personnel the Indicators (or "look-fors") for Performance Criteria that are building-specific, based on the school's comprehensive plan goals, professional development training the staff has taken, or other factors.

The immediate supervisor shall be designated as the primary evaluator. For purposes of evaluations, a principal may appoint an assistant principal to serve as primary supervisor and primary evaluator for certified staff. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

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

B. PROCEDURE

Individual Professional Growth Plan (IPGP)

An individual growth plan for all evaluatees shall be developed and/or reviewed annually. Development of the professional growth plan is the responsibility of both the evaluator and the evaluatee. The individual professional growth plan must be aligned with specific goals and objectives of the School Comprehensive Plan or personal professional growth plan, but also allows for individual growth from the Evaluation Standards.

The IPGP should be completed by May 15 of the preceding year. Employees hired after May should complete the plan within one month after being employed.

The superintendent shall follow guidelines for professional growth as identified in KRS 156.111.

Formative Data Collection

Non-tenured teachers shall have a minimum of two (2) formative evaluations (one no later than December 15 and one no later than April 1). At least one of those observations must be formal and scheduled. Other observations may be unscheduled. The second may be formal or completed from information gathered during walk-throughs, brief observations, lessons plans, student products, records, etc. Informal observations (drop-in visits of less than a full observation) may be made at any time by the evaluator.

A pre-observation form will be completed by the evaluatee and submitted to the evaluator prior to the formal observation with the pre-observation conference being optional.

Each formative evaluation shall be recorded on a separate formative data collection form and copies will be provided to the evaluatee.

A conference shall be held to discuss each completed formative instrument. A post-observation conference shall occur within five (5) working days following the formal observation. These conferences will focus on formative data collected (including but not limited to lesson plans, samples of student products, records or other appropriate materials) as well as the Individual Professional Growth Plan (IPGP).

During a conference, recommendations for growth will be formulated. The evaluator and evaluatee shall each sign the evaluation form indicating that the conference is complete. Additional observations and conferences shall be conducted as needed.

During the formative evaluation process, if the evaluator and evaluatee are in a state of disagreement about the evaluatee's performance, then the evaluator may exercise the option to ask for a second opinion from an outside source. The assistant principal or the supervisor of instruction may then observe the evaluatee. This is in accordance with 704 KAR 3:345; Section 4; (2) (a) which reads, "The immediate supervisor shall be designated

the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator”.

Tenured teachers must have at least one (1) formal classroom observation during the year their summative is due. Tenured teachers may have a formal observation each year with the pre-observation form and post-observation conference being part of the evaluation process. A post-observation conference shall occur within five (5) working days following the observation. Additional observations and conferences shall be conducted as needed in accordance with 704 KAR 3:345; Section 4; (2) (f), which reads, “Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory”.

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

In cases where an employee is shared between two or more schools, each principal of the involved schools will conduct a minimum of one formative observation and conference. The principal of the home-based school will write the summative evaluation and have a conference with the employee. The evaluator conducting the summative evaluation will be responsible for obtaining and including input from the other principal(s) involved.

Summative Evaluation

The summative evaluation is a summary of, and conclusion from, all evaluation data including the Formative Data Collection form, written documentation and IGP.

During the summative evaluation conference, the evaluator shall review and discuss each Evaluation Standard and indicate whether the performance criteria have been met, not met, or if growth is needed. Both the evaluator and evaluatee sign the Summative Evaluation Form. A copy of the Summative Evaluation Form shall be provided to the evaluatee. The evaluatee may attach additional comments to the evaluation, with these comments becoming a part of the evaluation file. The summative evaluation forms are submitted to the Personnel Department by May 1. The summative evaluation forms for administrators shall be completed and submitted to the Personnel Department by June 15. Evaluation forms become part of the official personnel file.

Frequency of Evaluation:

- Non-tenured teachers shall have a summative evaluation annually.
- Intern teachers shall be evaluated according to the Kentucky Teacher Intern Program (KTIP) in lieu of the Hart County Schools Certified Evaluation Plan. Intern teachers involved in KTIP must participate in and have on file the Hart County Schools Individual Professional Growth Plan. The Hart County Schools Summative Evaluation form shall also be completed. Formative data shall be transferred from the KTIP instruments to complete the summative evaluation form. Building Principals shall complete all evaluations for intern teachers.
- Tenured teachers shall have a summative evaluation a minimum of once every three years. Additional summative evaluations may be conducted as needed; a memo of notification will be sent to teachers who are not in their current summative cycle and are to be evaluated.
- Administrators shall have a summative evaluation annually (principals, assistant principals, counselors, central office administrators and psychologists). A formative data collection form may be used. The superintendent at his/her discretion may use other data collection processes and forms, as he/she deems appropriate. A summative evaluation form will be completed by the primary evaluator and will be reviewed during a summative conference.

Letters and Memos

In addition to district-adopted evaluation forms, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

Corrective Action Plan

A corrective action plan may be written at any time during the school year, but must be written if evaluatee receives a “Does Not Meet” on the summative form. No more than 3 or 4 specified areas should be denoted for improvement at any given time. When the evaluatee meets specified areas, other areas may be addressed.

Corrective action plans will be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action plans will be documented on the corrective action form.

After a conference with the evaluatee, the evaluator will send a copy of the Corrective Action Plan to the Assistant Superintendent. The Assistant Superintendent will be responsible for informing the Superintendent of all persons involved in the Corrective Action Plan process.

Employees who fail to make sufficient progress to meet Evaluation Standards identified for them will not be recommended to the Superintendent for rehire. If the Superintendent chooses to dismiss the employee, the employee will be notified by April 30.

C. RESPONSIBILITIES FOR EVALUATION

- 1. The Hart County Board of Education will evaluate the Superintendent.
- 2. The Superintendent or his/her designee will evaluate principals and central office personnel
- 3. The Director of Special Education will evaluate the school psychologists and speech pathologists.
- 4. Principals will evaluate assistant principals, guidance counselors, media specialists, and teachers.
- 5. The Director of Pupil Personnel will evaluate his/her certified staff.

The Superintendent's evaluation process shall be developed and adopted by the local board of education.

D. EVALUATION TRAINING

All Hart County evaluators shall be trained, tested and certified according to state guidelines.

Continued certification as an evaluator shall be contingent upon the completion of a minimum of twelve (12) hours of evaluation training every two years. This training shall be in any one, or combination, of the following skill areas:

- Use of the local evaluation process and instrument;
- Identification of effective teaching/management practices;
- Effective observation and conferencing techniques;
- Establishing and assisting with certified employee improvement plans;
- Completion of initial or update training for KTIP not to exceed (6) six hours per (2) two-year period.

Hours of training received in the use of the local evaluation process and instruments shall be certified by the local board of education and be subject to review by the State Department of Education.

Hours of training received in other skill areas may compose part of the evaluator's required hours of continued certification.

**CERTIFIED EMPLOYEE
EVALUATION CYCLE TIMELINE**

STEP	TIMELINE
1. Build Individual Professional Growth Plan-all certified employees	<ul style="list-style-type: none"> • MAY 15 for continuing employees • New employees within one month after employment.
2. Review Evaluation Plan, including Standards and Performance Criteria	<ul style="list-style-type: none"> • EACH AUGUST for all certified personnel • New employees within one month of reporting for employment.
3. Implementation of activities in Professional Growth Plan or Individual Corrective Action Plan	<ul style="list-style-type: none"> • As soon as Individual Professional Growth Plan (and/or Individual Corrective Action Plan) is signed.
<p>4. Conduct formal observations and conferences for data collection regarding performance of employee:</p> <p>a. Classroom teachers: Non-Tenured Teacher Interns—will follow timeline as designated by KTIP policies</p> <p>b. Classroom Teachers: Non-Tenured</p> <p>c. Classroom Teachers: Tenured</p> <p>d. Administrators</p>	<ul style="list-style-type: none"> • Conferences are to follow classroom observations by no more than five working days. <p>a. Pre-observation form completed at least one (1) day prior to observation.</p> <p>b. Two observations and conferences per school year with one completed by DECEMBER 15 and the second completed by APRIL 1 with summative conference no later than APRIL 15.</p> <p>c. Formal observations and a summative conference may occur at anytime but at least once every 3 years.</p> <p>d. Summative conference may occur at anytime but shall be completed by APRIL 15 annually.</p>
5. All Certified Staff	<ul style="list-style-type: none"> • At any time, letters and memos regarding performance may be written. These letters and memos become part of the evaluation folder.
6. Continuous Observations/Conference/Corrective Action Plans.	<ul style="list-style-type: none"> • At any time, prior notice is not required.
7a. Assess results, review/revise the current year's Individual Professional Growth Plan	a. No later than APRIL 15
7b. Principal recommendation for non-renewal of contract (non-tenured employees).	b. In writing to the Superintendent no later than APRIL 15.
8. All completed Summative Evaluation Forms and Individual Professional Growth Plans should be filed at the Central Office.	<ul style="list-style-type: none"> • MAY 1 for all certified staff

TEACHER PERFORMANCE APPRAISAL PROCESS

The evaluation process for teachers should include a **minimum of two observations for non-tenured and a minimum of one observation for tenured teachers**, and other formative data collection activities culminating in the completion of the district's summative evaluation form. The **individual professional growth plan is completed annually** and is aligned with the School Comprehensive Plan and Evaluation Standards.

The success of the evaluation process is predicated upon the knowledge, attitude and skills of the evaluator.

FORMATIVE EVALUATION PROCEDURE

EVALUATION ORIENTATION

(within first 30 days of employment)

PRE-OBSERVATION FORM

(may be group or individual)

- Schedule observation
- Review pre-observation form

OBSERVATION

- Collection of classroom data
- Collection of observed teacher activities
- Teacher/Student behaviors

ANALYSIS OF DATA

- Identification and labeling of strengths and areas for growth
- Plan post-observation conference

POST-OBSERVATION CONFERENCE

Conference shall be within five working days following the observation and feedback shall be given regarding the district criteria on the formative instrument.

- Critique criteria in all performance areas
- Identify areas of success
- Identify areas for growth
- Review the individual professional growth plan
- Identify resources
- Schedule next observation and establish areas for observation.

FOLLOW-UP

REPEAT PROCESS

SUMMATIVE EVALUATION PROCEDURE

- Summary of performance levels
- Summary of growth goal accomplishment
- Revisit individual growth plan

**Instructions for Completing
the
Individual Professional Growth Plan (IPGP)**

This plan is to be completed by the employee with assistance from the immediate supervisor.

The individual professional growth plan should align with the school or district's improvement/comprehensive plan and/or the local professional development plan goals and objectives.

1. Standard of Performance

Identify the specific standard(s) of performance that you plan to develop.

2. Performance Criteria

Identify the specific performance criteria that you plan to develop for the standard listed in #1. For example: if Teacher Standard #3, Designs/Plans Instruction, is determined to be the area of needed development, then the performance criteria for targeted growth might be Performance Criteria #3.9, Develops and Implements Appropriate Assessment Processes, when the teacher needs to concentrate on appropriate open response questioning techniques in assessing student data.

3. Present Professional Development Stage

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

Orientation/Awareness
Preparation/Application
Implementation/Management
Refinement/Impact

4. Procedures and/or Activities for Achieving Performance Criteria

Identify and design specific procedures and/or activities to improve the specific performance criteria listed in #2. For example: attending specific staff development workshops; participating in effective instructional leadership programs; soliciting input from a peer/colleague who has mastered the performance criteria; enrolling in a seminar; collaborating with other support personnel, etc.

5. Evidence of Growth

Identify data used to determine growth in the targeted area of performance.

Stages of Development Related to Outcomes and Professional Development

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

***Professional Growth Plan Stages:**

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

**Instructions for Completing
the
Individual Corrective Action Plan**

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee). A corrective action plan is implemented when a certified employee receives an inadequate or "does-not-meet rating" regarding any one Standard or more from the Summative Evaluation or there can be a need to address a specific problem at any time. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the standard. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. Standard No.

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

2. Present Professional Development Stage

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

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

3. Growth/Objective(s) Goals

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

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

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

5. Appraisal Method and Target Dates

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

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

(Evaluators must follow the local district professional development growth and evaluation plan processes, and procedures for implementing an Individual Correction Action Plan.)

The Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet" rating(s) on the Summative Evaluation or when the evaluator needs to address a specific concern in the employee's performance.

**INDIVIDUAL CORRECTIVE ACTION PLAN
FOR**

Date _____ School _____

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

Evaluatee's Comments: _____

Evaluator's Comments: _____

Individual Corrective Action Plan Developed:	STATUS: Achieved__ Revised__ Continued__
_____ (Evaluatee's Signature) (Date)	_____ (Evaluatee's Signature) (Date)
_____ (Evaluator's Signature) (Date)	_____ (Evaluator's Signature) (Date)

***Professional Growth Plan Stages:**

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

Employee Assistance Log of Activities

Employee: _____

Date of Meeting: _____

Persons Present: _____

Summary of Meeting:

Recommendations:

Next Meeting: _____

Evaluator: _____

EMPLOYEE ASSISTANCE RECORD

	Date	Date	Date	Date
Observations				
Professional Growth Plan Developed				
Request for Assistance Team				
Assistance Team Selected				
Evaluator/Evaluated/Team Meeting to explain Assistance				
1st Meeting of Team				
2nd Meeting of Team				
3rd Meeting of Team				
4th Meeting of Team				
Summative Evaluation				
Conference with Superintendent and/or Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

Evaluator Signature: _____

Team Members Signatures: _____

-CERTIFIED PERSONNEL-**Evaluation Appeals Procedure**

1. If a certified employee feels that s/he was not fairly evaluated, said employee shall have five (5) working days from the date of receipt of the summative evaluation to file a written appeal with the Appeals Panel showing why the evaluation was in error.
2. The appeal must be submitted to the chairperson on a prepared form along with any pertinent documentation.
3. Upon the receipt of a written appeal, the chairperson shall notify the appeals panel members.
4. No member of the panel shall serve on any appeal in which s/he was the evaluator.
5. A consensus of the appeals panel shall be needed to replace a panel member with an alternate.
6. The evaluator shall be furnished a copy of the evaluatee's appeal and shall have five (5) working days to file a response to the appeal with the Appeals Panel.
7. The following process shall be followed for appeals:
 - a. The panel will notify the evaluator and the evaluatee of the time, date and place of the hearing.
 - b. A copy of all documentation will be provided to both parties involved at least three (3) working days before the hearing.
 - c. The panel will convene and review documentation presented. All documents will be treated as confidential.
 - d. The evaluatee shall have the right to have a chosen representative present.
 - e. The evaluatee or appealing employee would have the burden of proof and shall be required to submit proof to the panel that would compel the panel to find that the evaluation was not factually based.
 - f. The panel, in addition to reviewing written appeals and responses to said appeals, may request oral information from both parties as well as further written interrogatories if the situation so warrants.
 - g. The panel may make one of the following recommendations:
 - i) Uphold the original evaluation
 - ii) Order a new evaluation by a second trained evaluator
8. The panel shall present their recommendation within ten (10) working days from the date the appeal is officially filed with them to the Superintendent who shall submit such a recommendation to the Board of Education.
9. The Board of Education shall review the recommendation of the Appeals Panel and take final action.
10. Should a new evaluation by a second trained evaluator be ordered, the original evaluation shall be rendered void.
11. Any certified employee who feels that the local district is not properly implementing the Evaluation Plan according to the way it was approved by the Kentucky Board of Education shall have the opportunity to appeal to the State Board based on grounds and procedures contained in statute and regulation.
12. Employees may file a grievance/communication if they believe they have been the subject of discrimination or for any other reason covered by applicable policy.
13. The local Board of Education shall establish an evaluation appeals panel for certified personnel which shall consist of two (2) members elected by the certified employees of the District and one (1) member appointed by the Board of Education who is a certified employee of the Board. Certified employees who feel that they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation.
14. The election for the evaluation appeals panel shall be conducted by the District Contact Person using the following criteria:
 - A nomination form shall be used to seek nominations of persons whose names will be placed on a ballot unless the nominee(s), when contacted, indicate(s) otherwise.
 - Ballots shall be prepared and distributed to each certified staff member. Elections shall be by secret ballot.
 - Ballots shall be collected and counted by the secretary at each school.

~~CERTIFIED PERSONNEL~~

Evaluation Appeals Procedure

- A tally sheet shall be forwarded from each school to the District Contact Person. Ballots shall be kept on file in the Principal's office of each school for two (2) school years.
- The District Contact Person shall total the votes. Tally sheets shall be kept on file for two (2) school years.
- The two persons receiving the highest number of votes shall serve on the panel. The two persons receiving the third and fourth highest number of votes shall serve as alternates on the panel.
- The Board of Education shall appoint one (1) certified employee to serve on the appeals panel and one (1) certified employee to serve as an alternate.
- Elections and appointments shall be completed during the month of September.
- The length of term for an appeals panel member shall be one (1) year beginning on October 1 and ending on September 30.
- The chairperson of the panel shall be the Board appointed member.

REFERENCES:

704 KAR 3:345
District Certified Employee Evaluation Plan

Review/Revised: 7/17/03

- CERTIFIED PERSONNEL -

Evaluation Appeal Form

This form is to be used by certified employees who wish to appeal current evaluation. If you feel that you were not fairly evaluated you may submit an appeal to the Evaluation Appeals Panel by completing this form and returning it to the Chairperson of the panel within five (5) working days of the receipt of your summative evaluation.

Name of Employee Building

Title

Home Address

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

If additional space is needed, attach extra sheet(s).

Date you received the summative evaluation _____

Name of Evaluator _____

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

Employee's Signature

Date

Review by Panel _____

Review by Board _____

RELATED PROCEDURES:

03.18 AP.11, 03.18 AP.12

Review/Revised:
04/27/00

APPENDIX

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CODE OF ETHICS
704 KAR 20:680

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161:028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education.

Section 1. Certified Personnel in the Commonwealth:

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

To Students

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

To Parents

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

To the Education Profession

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

Section 2.

Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95.)

GLOSSARY OF EVALUATION TERMS AND DEFINITIONS
(as applied to Kentucky's professional growth and certified personnel evaluation process)

Evaluation terms and definitions listed below include those presented in KRS 156.101, 704 KAR 3:345, and KRS 160.345 (2).

Administrator: any staff person who devotes the majority of his/her employed time to serve as principal, assistant principal, head teacher, 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.

Appeals: a process whereby any certified employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.

ARC: Admissions and Release Committee

Conference: a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and for identifying areas for growth leading to establishment or revision of a professional growth plan.

Corrective action plan: a plan developed by the evaluator and evaluatee as a result of unsatisfactory performance. Specific assistance and activities are identified and progress monitored.

Evaluatee: one whose behaviors and performances are being observed, examined, appraised, or critiqued.

Evaluation: the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or management situation, based upon predetermined criteria, through periodic observation and other documentation such as products, and performances. Evaluation shall also include the establishment and monitoring of individual professional growth plans.

Evaluation committee: a committee consisting of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.

Evaluation plan: a plan which includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. Both the plan and the procedures must be approved by the Kentucky Board of Education.

Evaluator: one who appraises or carefully examines behaviors and performances to determine a value. Evaluators must be trained, tested, and certified.

Formative evaluation: a continuous cycle of collecting evaluation information and interacting, and providing feedback with suggestions regarding the certified employee's professional growth and performance.

Formal observation: a scheduled classroom observation of a lesson.

Indicators: measurable behaviors and outcomes that demonstrate performance

Job category: term used to signify a group or class of positions with closely related functions such as principal, coordinator, or director

LEA: Local Education Agency

Observation: a process of gathering factual information in the performance of duty, based upon predetermined criteria in the district evaluation plan.

Performance criteria: performance areas, skills, or outcomes on which the certified employee shall be evaluated based upon position and the district evaluation plan.

Position: a professional role in the school district such as: teacher, secondary principal, supervisor of instruction.

Pre-conference: a meeting between the evaluator and the evaluatee to discuss and plan the schedule, date, content, time, etc. of the observation(s).

Primary evaluator: the immediate supervisor of the certified school employee. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

Professional growth plan: an individual plan whereby the person being evaluated establishes goals for enrichment and development and the assistance of the evaluator is identified. The plan includes objectives, a plan for achieving the objectives, and method for evaluating success. The professional growth plan shall be aligned with specific goals and objectives of the school improvement, professional development and/or consolidated plans.

Post-conference: a meeting between the evaluator and the evaluatee to analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan.

Standards of performance: acceptable qualitative or quantitative levels of specific job performances expected of effective certified employees.

Summative evaluation: the summary and analysis of all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle and includes a conference involving the primary evaluator and the evaluatee with a written evaluation report.

Teacher: any certified staff person who directly instructs students.

**PRE-OBSERVATION INSTRUMENT
FOR TEACHERS**

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

Professional Growth Plan Performance Area:
(Must reflect school goals in PD & Comprehensive Plan)

Total # of Students in class _____ # of Students with IEP'S _____ # Years of Experience _____

Pre-Observation Worksheet

1. What are the lesson objectives? _____

2. Core Content/Program of Studies # _____ is
addressed in this lesson design.

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

4. What teaching techniques will be used?

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

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

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

Evaluatee's Signature Date

Evaluator's Signature Date

**HART COUNTY SCHOOLS
ADMINISTRATOR FORMATIVE OBSERVATION REPORT**

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

Tenured _____ Non-Tenured _____

Evaluatee/Observee _____ Grade(s) _____ School _____

Evaluator/Observer _____ Position _____

Date of Observation _____ Date of Conference _____

Standards/Performance Criteria	Performance/Product/ Portfolio Ratings (*More than one (1) rating can be checked)			Discussion regarding Professional Growth Plan
	Meets	Growth Needed	Does Not Meet	
1: Promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school/district community.				
1.1 Communicates effectively the vision and mission of the school/district to staff, parents, students, and community members.				
1.2 Models the core beliefs of the school/district vision for all stakeholders.				
1.3 Develops the vision with and among stakeholders.				
1.4 Recognizes and celebrates the realization of the vision.				
1.5 Communicates progress toward the vision and mission to all stakeholders.				
1.6 Involves the community in school/district in improvement efforts.				
1.7 Shapes the educational programs, plans, and activities according to the vision.				
1.8 Develops consolidated plan in which objectives and strategies to achieve the vision and goals are clearly articulated.				
1.9 Uses assessment data related to student learning to develop the school/district vision and goals.				
1.10 Uses relevant demographic data pertaining to students and their families in developing the school/district mission and goals.				
1.11 Identifies, clarifies and addresses barriers to achieving the vision.				
1.12 Seeks and obtains needed resources to support the implementation of the school/district mission and goals.				
1.13 Regularly monitors, evaluates and revises the vision, mission, and comprehensive plans.				
Overall rating for Summative Evaluation Form				
2: Promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				
2.1 Treats all individuals with fairness, dignity and respect.				
2.2 Promotes professional development which focuses on student learning consistent with the school/district vision and goals.				
2.3 Acknowledges the responsibilities and contributions of each individual.				
2.4 Identifies, clarifies, addresses barriers to student learning.				
2.5 Considers diversity in developing learning experiences.				
2.6 Encourages and models lifelong learning.				
2.7 Promotes high expectations for self, student, and staff performance.				
2.8 Promotes use of technology as a tool in teaching and learning.				
2.9 Recognizes and celebrates student and staff accomplishments.				
2.10 Promotes multiple opportunities to learn for all students.				
2.11 Designs, implements, evaluates and refines curricular, co-curricular, and extra-curricular programs.				

2.12 Bases curriculum decisions, school culture and climate on research; expertise of teachers, and the recommendations of learned societies.				
2.13 Uses a variety of sources of information to make decisions.				
2.14 Assesses student learning using a variety of techniques.				
2.15 Employs a variety of supervisory and evaluation models.				
2.16 Monitors pupil personnel programs to ensure that needs of students and their families are met.				
2.17 Participates in professional organizations and activities.				
2.18 Promotes leadership potential in colleagues.				
2.19 Shares educational materials, information, ideas with colleagues. (Writes for publications, presents at conferences, and provides professional development.)				
Overall rating for Summative Evaluation Form				
3: Promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
3.1 Uses knowledge of learning, teaching, and student development to make informed management decisions.				
3.2 Designs and manages operational procedures to maximize opportunities for successful learning.				
3.3 Recognizes, studies and applies appropriate emerging trends.				
3.4 Effectively manages contractual agreements related to the school/district.				
3.5 Monitors the school/district plant, equipment, and support systems so they are operated safely, efficiently, and effectively.				
3.6 Manages time to maximize attainment of organizational goals.				
3.7 Identifies potential problems and opportunities.				
3.8 Confronts and resolves problems in a timely manner.				
3.9 Aligns financial, human, and material resources to the goals of school/district.				
3.10 Regularly monitors and modifies organizational systems as needed.				
3.11 Shares responsibility to maximize ownership and accountability.				
3.13 Uses effective problem-framing and problem-solving skills.				
3.14 Effectively uses technology to manage school operations.				
3.15 Manages fiscal resources of the school/district responsibly, efficiently, and effectively.				
3.16 Creates and maintains a safe, clean, and aesthetically pleasing school environment.				
3.17 Maintains confidentiality and privacy of school records.				
Overall rating for Summative Evaluation Form				
4: Promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
4.1 Makes high visibility, active involvement, and communication with the larger community a priority.				
4.2 Identifies relationships with community leaders.				
4.3 Regularly uses information about family and community concerns, expectations, and needs.				
4.4 Gives credence to individuals and groups whose values and opinions may conflict.				
4.5 Serves as a resource to school/district.				
4.6 Establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.				
4.7 Integrates youth family services with school/district programs.				
4.8 Recognizes and values diversity.				
4.9 Appropriately and widely uses public resources and funds.				
4.10 Models community collaboration for staff.				
4.11 Provides opportunities for staff to develop collaborative skills.				
4.12 Develops and maintains effective media relations.				

Overall rating for Summative Evaluation Form				
5: Promotes the success of all students by acting with integrity, fairness, and in an ethical manner.	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
5.1 Examines personal and professional values.				
5.2 Demonstrates a personal and professional code of ethics.				
5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.				
5.4 Serves as a role model.				
5.5 Accepts responsibility for school/district operations.				
5.6 Considers the impact of one's administrative practices on others.				
5.7 Uses the influence of the office to enhance the educational program rather than for personal gain.				
5.8 Treats people fairly, equitably, and with dignity and respect.				
5.9 Protects the rights and confidentiality of students and staff.				
5.10 Demonstrates appreciation for and sensitivity to the diversity in the school/district community.				
5.11 Recognizes and respects the legitimate authority of others.				
5.12 Examines and considers the prevailing values of the diverse school/district community.				
5.13 Expects that others in the school/district community will demonstrate integrity and exercise ethical behavior.				
5.14 Opens the school/district to public scrutiny.				
5.15 Fulfills legal and contractual obligations.				
5.16 Applies laws and procedures fairly, wisely, and considerately.				
Overall rating for Summative Evaluation Form				
6: Promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
6.1 Influences the larger political, social, economic, cultural environment in which the school/district operates.				
6.2 Communicates with the school/district community concerning trends, issues, and potential changes in the environment in which the school operates.				
6.3 Dialogues with representatives of diverse community groups.				
6.4 Operates the school/district community within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.				
6.5 Helps to shape public policy to provide quality education for students.				
6.6 Develops lines of communication with decision makers outside the school community.				
Overall rating for Summative Evaluation Form				
10. Demonstrates Implementation of Technology	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
10.1 Operates a multimedia computer and peripherals to install and use a variety of software.				
10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.				
10.3 Demonstrates knowledge of the use of technology in business, industry, and society.				
10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.				
10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.				

10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.			
10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.			
10.9 Designs lessons that use technology to address diverse student needs and learning styles			
10.10 Practices equitable and legal use of computers and technology in professional activities.			
10.11 Facilitates the lifelong learning of self and others through the use of technology.			
10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.			
10.13 Applies research-based instructional practices that use computers and other technology.			
10.14 Uses computers and other technology for individual, small group, and large group learning activities.			
10.15 Uses technology to support multiple assessments of student learning.			
10.16 Instructs and supervises students in the ethical and legal use of technology.			
Overall rating for Summative Evaluation Form			

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

EVALUATOR SIGNATURE

DATE

EVALUATEE SIGNATURE

DATE

**HART COUNTY SCHOOLS
MEDIA SPECIALIST FORMATIVE OBSERVATION REPORT**

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

Tenured _____ Non-Tenured _____

Evaluatee/Observee _____ Grade(s) _____ School _____

Evaluator/Observer _____ Position _____

Date of Observation _____ Date of Conference _____

Standards/Performance Criteria	Performance/Product/ Portfolio Ratings (*More than one (1) rating can be checked)			Discussion regarding Professional Growth Plan
	Meets	Growth Needed	Does Not Meet	
1: Demonstrates Proficiency in the Management and Administration of the Library Media Center				
1.1 Plans long-range goals of the library media center program with faculty, administration and students.				
1.2 Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the library media center program.				
1.3 Administers the budget according to the goals and objectives of the program.				
1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.				
1.5 Develops library media center policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.				
1.6 Administers a library media program that utilizes flexible access.				
1.7 Develops plans for maintaining a technologically current facility and program.				
1.8 Organizes, classifies, and catalogs library materials, following nationally recognized professional standards such as AACR2 (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress MARC format				
1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.				
1.10 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis – identifying strengths and weaknesses.				
1.11 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.				
1.12 Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.				
1.13 Is responsible for the proper use of the facility, materials and equipment.				
1.14 May plan and/or participate in special projects or proposals, e.g. book fairs.				
1.15 Trains and supervises library media center clerical staff, volunteers, and student helpers.				
1.16 Demonstrates punctuality and good attendance for all duties including ARC, 504, SEA, GSSP meetings when modified.				
1.17 Upholds and models Kentucky School Personnel Code of Ethics.				
Overall rating for Summative Evaluation Form				
2: Provides Exemplary Resources through Collection Development	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
2.1 Follows the district approved selection policy which includes a procedure for the reconsideration of materials.				
2.2 Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.				

2.3	Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.				
2.4	Maintains a professional collection.				
2.5	Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy.				
2.6	Keeps a card or automated catalog current.				
2.7	Maintains statistical records and shelf list needed to verify collection of the library media center holdings.				
2.8	Makes general repairs, weeds collection, and takes annual inventory.				
Overall rating for Summative Evaluation Form					
3: Provides Effective Library Media Services		Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
3.1	Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.				
3.2	Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.				
3.3	Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.				
3.4	Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.				
3.5	Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.				
3.6	Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprint materials.				
3.7	Assists faculty in the selection of materials to supplement instruction.				
3.8	Establishes positive rapport with staff and students.				
3.9	Makes the library media center and its resources accessible to students and faculty.				
3.10	Provides orientation for new faculty and students.				
3.11	Maintains effective communication with staff and students, e.g. informs faculty and students of new acquisitions and services.				
3.12	Facilitates the circulation of materials among schools in the district or with other agencies.				
3.13	Is available as a personal resource for all students and faculty.				
3.14	Provides the resources and promotes recreational reading for the school community.				
Overall rating for Summative Evaluation Form					
4: Enables Students to Become Effective Information Users		Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
4.1	Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of education reform and the academic expectations.				
4.2	Informally evaluates individual and group needs and provides appropriate learning experiences.				
4.3	Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.				
4.4	Provides for independent and cooperative group learning.				
4.5	Guides students in the selection of appropriate resources.				
4.6	Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.				
4.7	Promotes appreciation of various forms of literature emphasizing the highest quality.				
4.8	Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills, and to become skilled in all modes of communications.				
4.9	Incorporates the use of technology in accessing information.				
4.10	Assists students in the use of multimedia for completed projects.				

Overall rating for Summative Evaluation Form				
5: Engages in Professional Development	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
5.1 Establish priorities for professional growth.				
5.2 Analyzes student performance to help identify professional development needs.				
5.3 Solicits input from others in the creation of individual professional development plans.				
5.4 Implements knowledge and skills acquired through on-going professional development.				
5.5 Modifies own professional development plan to improve performance and to promote student learning.				
Overall rating for Summative Evaluation Form				
6: Demonstrates Implementation of Technology	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
6.1 Operates a multimedia computer and peripherals to install and use a variety of software.				
6.2 Uses terminology related to computers and technology appropriately in written and verbal communication.				
6.3 Demonstrates knowledge of the use of technology in business, industry, and society.				
6.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
6.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.				
6.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.				
6.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
6.8 Requests and uses appropriate assistive and adaptive devices student needs and learning styles.				
6.9 Designs lessons that use technology to address diverse student needs and learning styles.				
6.10 Practices equitable and legal use of computers and technology in professional activities.				
6.11 Facilitates the lifelong learning of self and others through the use of technology.				
6.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.				
6.13 Applies research-based instructional practices that use computers and other technology.				
6.14 Uses computers and other technology for individual, small group, and large group learning activities.				
6.15 Uses technology to support multiple assessments of student learning.				
6.16 Instructs and supervises students in the ethical and legal use of technology.				
Overall rating for Summative Evaluation Form				

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

EVALUATOR SIGNATURE _____ DATE _____

EVALUATEE SIGNATURE _____ DATE _____

**HART COUNTY SCHOOLS
PRESCHOOL TEACHER FORMATIVE OBSERVATION REPORT**

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

Tenured _____ Non-Tenured _____

Evaluatee/Observee _____ Grade(s) _____ School _____

Evaluator/Observer _____ Position _____

Date of Observation _____ Date of Conference _____

Standards/Performance Criteria	Performance/Product/ Portfolio Ratings (*More than one (1) rating can be checked)			Discussion regarding Professional Growth Plan
	Meets	Growth Needed	Does Not Meet	
1: Designs/Organizes Instruction				
1.1 Designs developmentally/individually appropriate activity-based learning experiences.				
1.2 Makes provisions for special needs.				
1.3 Plans for safe, healthy environments and activities.				
1.4 Bases curriculum and instruction on developmental needs and Kentucky's learning goals.				
1.5 Facilitates positive/self-regulation of the child				
1.6 Links learning with cultural, social and family diversity.				
1.7 Incorporates multiple disciplines and service plans.				
1.8 Incorporates family resources, priorities and concerns.				
1.9 Relates current learning to transition plans.				
1.10 Uses technology to enhance learning and participation.				
1.11 Selects developmentally and individually appropriate strategies and resources.				
1.12 Provides a stimulus-rich indoor/outdoor environment.				
1.13 Identifies resources to accomplish management tasks.				
1.14 Demonstrates knowledge of child development theory-research.				
Overall rating for Summative Evaluation Form				
2: Creates/Maintains Learning Climates				Discussion regarding Professional Growth Plan
2.1 Facilitates active involvement in a variety of structured and unstructured learning activities.				
2.2 Facilitates acquisition/integration of skills/concepts.				
2.3 Provides guidance/learning cues/positive feedback on progress				
2.4 Provides a stimulus-rich indoor/outdoor environment.				
2.5 Uses technology/materials, media to enhance learning/control of the environment.				
2.6 Manages antecedent/consequent conditions to foster self-management.				
2.7 Uses cooperative learning to encourage interpersonal skills.				
2.8 Adapts environment to address special needs.				
2.9 Facilitates positive interaction between children and adults.				
2.10 Uses physical/social/temporal environment to engage children and maximize learning.				
2.11 Recognizes diversity as a strength in children and families.				
2.12 Operates within legal and ethical guidelines				
2.13 Demonstrates knowledge of recommended practices and research in physical/social learning environments				
2.14 Demonstrates punctuality and good attendance for all duties including ARC, 504, SEA, GSSP meetings when notified.				

2.15 Upholds and models Kentucky School Personnel Code of Ethics				
Overall rating for Summative Evaluation Form				
3: Implements/Manages Instruction	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
3.1 Facilitates active involvement in a variety of structured and unstructured learning activities.				
3.2 Incorporates multiple disciplines and service plans.				
3.3 Facilitates acquisition/integration of skills/concepts.				
3.4 Implements child oriented strategies to meet individual needs.				
3.5 Incorporates family-centered activities.				
3.6 Links learning to the child's experiences/knowledge in a culturally sensitive manner.				
3.7 Provides guidance/learning cues/positive feedback on progress.				
3.8 Uses educationally sound/legally defensible instructional practices.				
3.9 Uses adaptations/positioning/handling strategies to involve children in multi-ability groups.				
3.10 Uses technology/materials/media to enhance learning and control of the environment.				
3.11 Manages antecedent and consequent condition to foster self-management behaviors.				
3.12 Facilitates positive interactions between children and adults.				
3.13 Uses physical, social and temporal environment to engage children and to maximize learning.				
3.14 Identifies options/resources for transition to next class/program.				
3.15 Identifies the goal of the management task.				
3.16 Uses problem-solving and participatory group processes to address management problems.				
3.17 Establishes appropriate timelines for completing management tasks.				
3.18 Demonstrates knowledge of recommended practices and research in instructional strategies and management.				
Overall rating for Summative Evaluation Form				
4: Assesses/Communicates Learning Results	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
4.1 Uses multiple instructional modes and methods with adaptations for children with special needs.				
4.2 Collects data systematically and records progress.				
4.3 Organizes student progress data and communicates results to families and other team members in every day language.				
4.4 Identifies options and resources for transition to next class/program.				
4.5 Evaluates development/learning in a culturally sensitive manner.				
Overall rating for Summative Evaluation Form				
5: Reflects/Evaluates Teaching/Learning	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
5.1 Articulates and assesses the learning situation with respect to key elements.				
5.2 Applies professional guidelines/mandates in program evaluation..				
5.3 Evaluates impact of the program on child learning/development.				
5.4 Identifies professional development needs of assistants, staff and volunteers.				
5.5 Critically reviews and applies research and recommended practices in the program.				
5.6 Involves families, other team members, community patrons and advisory boards in evaluation of programs				
5.7 Proposes changes to improve learning and development.				
5.8 Demonstrates knowledge of recommended practices and research in program evaluation.				

Overall rating for Summative Evaluation Form				
6: Collaborates with Colleagues/Parents/Others	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
6.1 Uses effective team membership and interpersonal skills to support collaboration.				
6.2 Involves parents as partners on the team.				
6.3 Involves appropriate persons and agencies to address the situation, problem, or task.				
6.4 Follows through on input from other members of the team.				
6.5 Encourages contributions from a variety of sources and backgrounds.				
6.6 Collaborates with families/personnel to support child transition.				
6.7 Makes appropriate referrals and provides functional and appropriate observational assessment information as an interdisciplinary team member.				
6.8 Implements and monitors IEPs.				
6.9 Articulates children's goals to assistants, staff and volunteers..				
6.10 Uses adult learning principles in training and supervision of assistants, staff and volunteers.				
6.11 Assesses the professional growth needs of assistants, staff and volunteers in a culturally sensitive manner.				
6.12 Identifies professional development needs of assistants, staff and volunteer.				
6.13 Evaluates and provides feedback on performance.				
6.14 Demonstrates knowledge of recommended practice and research in interdisciplinary collaboration and consultation.				
Overall rating for Summative Evaluation Form				
7: Engages in Professional Development	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
7.1 Assesses own performance and identifies areas of growth.				
7.2 Articulates a professional development plan.				
7.3 Shows documented evidence of growth and performance.				
7.4 Demonstrates professional growth through participation in professional organizations.				
7.5 Critically reviews and applies research and recommended practices in the program.				
7.6 Expands personal knowledge of child development, interdisciplinary practice, IEP development and implementation, and family centered service.				
Overall rating for Summative Evaluation Form				
8: Supports Families	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
8.1 Assists family in articulating priorities, concerns and resources.				
8.2 Demonstrates sensitivity to family differences.				
8.3 Implements family-centered services which support child development.				
8.4 Informs families of legal rights and program procedures.				
8.5 Implements a continuum of family-oriented services.				
8.6 Applies adult learning principles to parent education activities				
8.7 Uses varied two-way communication strategies.				
8.8 Demonstrates knowledge of recommended practice and research in family systems theory and family centered services.				
Overall rating for Summative Evaluation Form				
9: Demonstrates Implementation of Technology	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
9.1 Operates a multimedia computer and peripherals to install and use a variety of software.				
9.2 Uses terminology related to computers and technology appropriately in written and verbal communication.				

9.3	Demonstrates knowledge of the use of technology in business, industry, and society.			
9.4	Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.			
9.5	Creates multimedia presentations using scanners, digital cameras, and video cameras.			
9.6	Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.			
9.7	Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.			
9.8	Requests and uses appropriate assistive and adaptive devices for students with special needs.			
9.9	Designs lessons that use technology to address diverse student needs and learning styles.			
9.10	Practices equitable and legal use of computers and technology in professional activities.			
9.11	Facilitates the lifelong learning of self and others through the use of technology.			
9.12	Explores, uses, and evaluates technology resources: software, applications, and related documentation.			
9.13	Applies research-based instructional practices that use computers and other technology.			
9.14	Uses computers and other technology for individual, small group, and large group learning activities.			
9.15	Uses technology to support multiple assessments of student learning.			
9.16	Instructs and supervises students in the ethical and legal use of technology.			
Overall rating for Summative Evaluation Form				

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

EVALUATOR SIGNATURE

DATE

EVALUATEE SIGNATURE

DATE

**HART COUNTY SCHOOLS
SCHOOL COUNSELOR FORMATIVE OBSERVATION REPORT**

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

Tenured _____ Non-Tenured _____

Evaluatee/Observee _____ Grade(s) _____ School _____

Evaluator/Observer _____ Position _____

Date of Observation _____ Date of Conference _____

Standards/Performance Criteria	Performance/Product/ Portfolio Ratings (*More than one (1) rating can be checked)			Discussion regarding Professional Growth Plan
	Meets	Growth Needed	Does Not Meet	
1: Program Management, Research, and Evaluation				
1.1 Defines needs and priorities.				
1.2 Determines objectives.				
1.3 Communicates with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.				
1.4 Organizes personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.				
1.5 Evaluates the program to assure its contribution to the school's mission and goals.				
1.6 Uses information systems and technology.				
Overall rating for Summative Evaluation Form				
2: Developmental Guidance Curriculum				Discussion regarding Professional Growth Plan
2.1 Assesses the developmental need of students.				
2.2 Addresses academic expectations and school-to-work initiatives.				
2.3 Prepares students for successful transitions.				
2.4 Evaluates the results of the curriculum's impact.				
2.5 Modifies the curriculum as needed to continually meet the needs of students.				
2.6 Guides individuals and groups of students through the development of educational and career plans.				
2.7 Provides guidance for maximizing personal growth and development.				
2.8 Teaches the school developmental guidance curriculum.				
2.9 Assists teachers in the teaching of the guidance curriculum.				
Overall rating for Summative Evaluation Form				
3: Individual/Small Group Counseling				Discussion regarding Professional Growth Plan
3.1 Provides a safe, confidential setting in which students present their needs and concerns.				
3.2 Promotes wellness.				
3.3 Responds to crises.				
3.4 Communicates empathy and understanding.				
3.5 Utilizes a broad range of techniques and accepted theories appropriate to school counseling.				
3.6 Utilizes assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).				
3.7 Intervenes in problem/conflict situations and conduct follow-up sessions.				
3.8 Respects and nurtures the uniqueness of each student.				

3.9	Mediates classroom and student conflict.				
3.10	Empowers students to develop and use their resources.				
Overall rating for Summative Evaluation Form					
4: Consultation/Collaboration		Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
4.1	Consults with parents, faculty, staff, administrators, and others to enhance their work with students.				
4.2	Interprets relevant information concerning the developmental needs of students.				
4.3	Reduces barriers to student learning through direct referred services.				
4.4	Facilitates new student integration into the school environment.				
4.5	Works with teachers to provide support for students in a crisis situation.				
4.6	Interacts with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees.				
4.7	Facilitates successful communication between and among teachers, parents, teacher and students.				
4.8	Works with teachers and administrators relevant to behavior management to promote and support intervention strategies.				
4.9	Consults with external community and professional resources.				
Overall rating for Summative Evaluation Form					
5: Coordination		Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
5.1	Coordinates with school and community personnel, including school councils, to provide resources for students.				
5.2	Uses an effective referral process for assisting students and others to use special programs and services.				
5.3	Identifies community agencies for referral of students.				
5.4	Maintains cooperative working relationships with community resources.				
5.5	Facilitates successful transition from one level of education to the next, (i.e. elementary to middle).				
Overall rating for Summative Evaluation Form					
6: Assessment		Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
6.1	Participates in the planning and evaluation of the district/school testing program.				
6.2	Assesses, interprets and communicates learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles.				
6.3	Collaborates with staff concerning assessment of special needs students.				
6.4	Uses assessment results and other sources of student data in formulating student career/graduation plans.				
6.5	Coordinates student records to ensure the confidentiality of assessment data.				
6.6	Provides orientation sessions for faculty, students, and parents regarding the assessment program.				
Overall rating for Summative Evaluation Form					
7: Adheres to Professional Standards		Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
7.1	Adheres to professional codes of ethics of American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.				
7.2	Adheres to federal/state laws and regulations related to education and child protection.				
7.3	Accepts responsibility for on-going professional development.				
7.4	Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action.				
7.5	Is knowledgeable of the position statements of the American School Counselor Association.				
7.6	Identifies activities that would be in conflict with the primary role of the school counselor and advocates for the best practices of the profession.				
Overall rating for Summative Evaluation Form					

8: Demonstrates Professional Leadership	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
8.1 Builds positive relationships within and between school and community.				
8.2 Promotes leadership potential in colleagues.				
8.3 Participates in professional organizations and activities.				
8.4 Writes and speaks effectively.				
8.5 Guides the development of curriculum and instructional materials.				
8.6 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.				
8.7 Initiates and develops educational projects and programs.				
8.8 Practices effective listening, conflict resolution, and group-facilitation skills as a team member.				
8.9 Presents programs in a manner that reflects sensitivity to a multicultural and global perspective.				
8.10 Works with colleagues to administer an effective learning climate within the school.				
Overall rating for Summative Evaluation Form				
9: Engages in Professional Development	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
9.1 Establishes priorities for professional growth.				
9.2 Analyzes student performance to help identify professional development needs.				
9.3 Solicits input from others in the creation of individual professional development plans.				
9.4 Implements knowledge and skills acquired through on-going professional development.				
9.5 Modifies own professional development plan to improve performance and to promote student learning.				
Overall rating for Summative Evaluation Form				
10. Demonstrates Implementation of Technology	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
10.1 Operates a multimedia computer and peripherals to install and use a variety of software.				
10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.				
10.3 Demonstrates knowledge of the use of technology in business, industry, and society.				
10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.				
10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.				
10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.				
10.9 Designs lessons that use technology to address diverse student needs and learning styles				
10.10 Practices equitable and legal use of computers and technology in professional activities.				
10.11 Facilitates the lifelong learning of self and others through the use of technology.				
10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.				

10.13 Applies research-based instructional practices that use computers and other technology.			
10.14 Uses computers and other technology for individual, small group, and large group learning activities.			
10.15 Uses technology to support multiple assessments of student learning.			
10.16 Instructs and supervises students in the ethical and legal use of technology.			
Overall rating for Summative Evaluation Form			

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

EVALUATOR SIGNATURE

DATE

EVALUATEE SIGNATURE

DATE

**HART COUNTY SCHOOLS
SCHOOL PSYCHOLOGIST FORMATIVE OBSERVATION REPORT**

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

Tenured _____ Non-Tenured _____

Evaluatee/Observee _____ Grade(s) _____ School _____

Evaluator/Observer _____ Position _____

Date of Observation _____ Date of Conference _____

Standards/Performance Criteria	Performance/Product/ Portfolio Ratings (*More than one (1) rating can be checked)			Discussion regarding Professional Growth Plan
	Meets	Growth Needed	Does Not Meet	
1: Creates a Climate Conducive to Consultation				
1.1 Displays non-judgmental and accepting attitudes.				
1.2 Shows respect for others through active listening.				
1.3 Maintains the confidentiality of student interviews.				
1.4 Provides opportunities for students to explore problems and weigh alternatives in decision-making.				
1.5 Encourages students to set goals and assume responsibility for meeting them.				
Overall rating for Summative Evaluation Form				
2: Employs a Variety of Effective Consultation Procedures				Discussion regarding Professional Growth Plan
2.1 Consults with parents and staff on effective intervention strategies.				
2.2 Provides professional development for interested staff and parents.				
Overall rating for Summative Evaluation Form				
3: Participates in Professional Growth Activities				Discussion regarding Professional Growth Plan
3.1 Demonstrates commitment by participation in professional activities (e.g., professional organizations, course work, workshops, conferences).				
3.2 Takes advantage of opportunities to learn from colleagues, students, parents, and community.				
3.3 Keeps abreast of developments in this profession.				
Overall rating for Summative Evaluation Form				
4: Follows the Policies and Procedures of the School District				Discussion regarding Professional Growth Plan
4.1 Strives to stay informed about policies and regulations applicable to this position.				
4.2 Selects appropriate channels for resolving concerns and problems.				
Overall rating for Summative Evaluation Form				
5: Demonstrates a Sense of Professional Responsibility				Discussion regarding Professional Growth Plan
5.1 Completes duties promptly and accurately.				
5.2 Is punctual.				
5.3 Provides accurate data to the school and district as requested.				
5.4 Maintains confidentiality of records and information related to individual cases.				
5.5 Carries out duties in accordance with established job description.				

5.6	Maintains accurate case records on all referred students.				
5.7	Demonstrates a professional image throughout the district.				
5.8	Completes timely reports which are well written and easily understood by parents and school personnel.				
5.9	Upholds and models Kentucky School Personnel Code of Ethics.				
Overall rating for Summative Evaluation Form					
6: Utilizes Time Effectively		Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
6.1	Allots a realistic amount of time for specified activities.				
6.2	Is available to students at appointed times barring emergencies.				
6.3	Begins activities on time.				
6.4	Uses time effectively for each designated activity.				
6.5	Responds to crises throughout the district when assistance is needed.				
Overall rating for Summative Evaluation Form					
7: Demonstrates the Ability to Communicate Effectively		Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
7.1	Utilizes appropriate correct oral and written communication.				
7.2	Presents ideas logically.				
7.3	Gives directions or information in a clear, concise and reasonable manner.				
7.4	Uses a variety of verbal and nonverbal techniques.				
7.5	Elicits and responds to questions.				
7.6	Summarizes effectively.				
7.7	Uses active listening skills.				
Overall rating for Summative Evaluation Form					
8: Implements Programs Effectively		Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
8.1	Explains and discusses purposes of assessment, procedural safeguards, due process, rules and regulations, and other information for parents, students, staff and administrators.				
8.2	Provides helpful information to teachers, counselors, and administrators for educational planning.				
8.3	Provides up-to-date information regarding issues based on sound research findings.				
8.4	Provides assistance in identifying useful resources.				
8.5	Follows special education policies, procedures, and timelines for psychological evaluations.				
Overall rating for Summative Evaluation Form					
9: Provides Effective Assessment Services		Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
9.1	Serves as a member of the school's multidisciplinary team.				
9.2	Provides comprehensive psychological evaluation which address individual differences in children's learning patterns.				
9.3	Assesses difficulties of referred students through appropriate assessment and diagnostic practices.				
9.4	Selects appropriate assessment devices and materials.				
9.5	Suggests and helps implement pre-referral strategies and interventions for student exhibiting learning/behavior difficulties.				
Overall rating for Summative Evaluation Form					
10. Demonstrates Implementation of Technology		Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
10.1	Operates a multimedia computer and peripherals to install and use a variety of software.				
10.2	Uses terminology related to computers and technology appropriately in written and verbal communication.				
10.3	Demonstrates knowledge of the use of technology in business, industry, and society.				

10.4	Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.			
10.5	Creates multimedia presentations using scanners, digital cameras, and video cameras.			
10.6	Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.			
10.7	Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.			
10.8	Requests and uses appropriate assistive and adaptive devices for students with special needs.			
10.9	Designs lessons that use technology to address diverse student needs and learning styles			
10.10	Practices equitable and legal use of computers and technology in professional activities.			
10.11	Facilitates the lifelong learning of self and others through the use of technology.			
10.12	Explores, uses, and evaluates technology resources: software, applications, and related documentation.			
10.13	Applies research-based instructional practices that use computers and other technology.			
10.14	Uses computers and other technology for individual, small group, and large group learning activities.			
10.15	Uses technology to support multiple assessments of student learning.			
10.16	Instructs and supervises students in the ethical and legal use of technology.			
Overall rating for Summative Evaluation Form				

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

EVALUATOR SIGNATURE

DATE

EVALUATEE SIGNATURE

DATE

**HART COUNTY SCHOOLS
SPEECH PATHOLOGIST FORMATIVE OBSERVATION REPORT**

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

Tenured _____ Non-Tenured _____

Evaluatee/Observee _____ Grade(s) _____ School _____

Evaluator/Observer _____ Position _____

Date of Observation _____ Date of Conference _____

Standards/Performance Criteria	Performance/Product/ Portfolio Ratings (*More than one (1) rating can be checked)			Discussion regarding Professional Growth Plan
	Meets	Growth Needed	Does Not Meet	
1: Implements Assessment Procedures				
1.1 Assists and guides teachers through the referral process.				
1.2 Provides screening to identify need for further assessment.				
1.3 Provides a thorough assessment and diagnosis.				
1.4 Maintains ongoing records of referred, screened and eligible students.				
1.5 Follows timelines from initial referral to placement.				
1.6 Completes all forms as required before placement and reevaluation.				
1.7 Compiles case history as needed.				
1.8 Assists in referrals to agencies.				
Overall rating for Summative Evaluation Form				
2: Demonstrates a Readiness to Teach				Discussion regarding Professional Growth Plan
2.1 Selects appropriate student objectives as dictated by ARC and IEP.				
2.2 Selects appropriate learning experiences.				
2.3 Uses time effectively.				
2.4 Prepares instruction on the basis of individual needs.				
2.5 Develops a therapeutic program.				
2.6 Schedules caseload in an efficient and cooperative manner.				
Overall rating for Summative Evaluation Form				
3: Demonstrates a Proficiently Managed Environment				Discussion regarding Professional Growth Plan
3.1 Arranges setting to support learner activities.				
3.2 Provides for a safe and orderly environment.				
3.3 Uses classroom procedures that are clear and easily managed.				
3.4 Uses classroom procedures that permit independent and interdependent learning.				
Overall rating for Summative Evaluation Form				

4: Demonstrates Proficiency in Managing Student Behavior	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
4.1 Establishes and clearly communicates expectations.				
4.2 Reinforces acceptable student behaviors.				
4.3 Uses appropriate consequences for altering unacceptable student behaviors.				
4.4 Monitors student behaviors.				
4.5 Holds each student accountable for his/her own behaviors.				
4.6 Creates a climate in which students display initiative and accept responsibility for learning and conduct.				
4.7 Demonstrates fairness and consistency in enforcing behavior expectations.				
4.8 Manages disruptive behavior constructively while maintaining instructional momentum.				
Overall rating for Summative Evaluation Form				
5: Integrates the Curriculum so Students Can Make Connection Between Knowledge and Experiences	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
5.1 Implements therapy related to classroom curriculum when possible.				
5.2 Designs and implements themes of interest to students.				
5.3 Provides for critical differences of students in curriculum and instruction planning and implementation.				
5.4 Uses student performance to evaluate growth.				
Overall rating for Summative Evaluation Form				
6: Teaches the Skills Necessary for Students to Become Productive Members of Various Groups	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
6.1 Teaches the skills needed for interdependence to work effectively in groups (taking turns and respecting views of others). Teaches skills for group communication, listening, and speaking.				
Overall rating for Summative Evaluation Form				
7: Uses a Variety of Effective Teaching Techniques – Equipment, Media and Materials	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
7.1 Uses cooperative learning strategies, when appropriate.				
7.2 Provides multi-activities (e.g., learning centers, technology).				
7.3 Selects teaching techniques that match the readiness of students to learn.				
7.4 Provides for independent and interdependent learning.				
7.5 Maintains a schedule that assures students will experience success.				
7.6 Uses a variety of questioning techniques (e.g., signal, sample, redirection, individual or private response, prompting, clarification, refocusing, pausing after asking a question, etc.)				
7.7 Demonstrates knowledge about technology in the speech environment.				
7.8 Incorporates use of technology into instructional plan, when possible.				
7.9 Uses community resources to enhance instruction.				
Overall rating for Summative Evaluation Form				

8: Uses Teaching Strategies that Increase Student Motivation	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
8.1 Is knowledgeable of Total Communication Approach. .				
8.2 Provides all students with the opportunity for successful experiences.				
8.3 Demonstrates high expectations.				
8.4 Demonstrates a high level of concern for student success.				
8.5 Communicates a positive classroom climate of mutual respect.				
8.6 Promotes interest through personalizing instruction and novel approaches.				
8.7 Provides knowledge of results that are meaningful and timely.				
8.8 Provides specific feedback.				
8.9 Demonstrates a caring attitude.				
8.10 Demonstrates consistent communication with parent/guardian.				
Overall rating for Summative Evaluation Form				
9: Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
9.1 Prepares paperwork in advance and has necessary forms available for parent conferences. .				
9.2 Uses narrative methods of reporting student progress when appropriate.				
9.3 Shows actual expectations met by student.				
9.4 Conducts conferences with parent/guardian.				
9.5 Reports so that students are not compared to other students.				
9.6 Maintains ongoing communication with parent/guardian.				
9.7 Provides information regarding agencies/programs available within the community as needed.				
Overall rating for Summative Evaluation Form				
10: Collaborates with Teachers and Staff	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
10.1 Plans with classroom teachers and staff to implement therapy.				
10.2 Cooperatively develops IEP goals and objectives with Special Education teachers who have students with speech services.				
10.3 Serves as a consultant on topics regarding speech/language development.				
10.4 Assists in proper referral of individuals to agencies and specialists in the community as appropriate.				
10.5 Shares instructional materials and media.				
Overall rating for Summative Evaluation Form				
11: Meets Professional Standards	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
11.1 Assumes responsibility for requisitioning and maintaining needed equipment and materials, as provided by the Board.				
11.2 Meets assigned time frames.				
11.3 Serves on committees.				
11.4 Fulfills out-of-class obligations/duties.				
11.5 Maintains confidentiality regarding students.				
11.6 Shows positive working relationship with faculty and staff.				
11.7 Follows proper channels to address issues and problems.				
11.8 Shows proper regard toward students.				

11.9	Demonstrates good judgment in decision making styles.				
11.10	Seeks further education/training.				
11.11	Participates in workshops, seminars, and other professional growth opportunities.				
11.12	Belongs to professional organizations.				
11.13	Establishes a pattern of dependability by being punctual and having regular attendance.				
11.14	Upholds and models Kentucky School Personnel Code of Ethics.				
Overall rating for Summative Evaluation Form					
12: Uses Professional Growth Activities to Improve the Speech Therapy Program		Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
12.1	Identifies professional growth activities which will improve the speech therapy program.				
12.2	Develops Professional Growth Plan.				
12.3	Develops a plan which is congruent with the school and district mission and goals.				
12.4	Revises Professional Growth Plan as goals change.				
Overall rating for Summative Evaluation Form					
13: Demonstrates Implementation of Technology		Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
13.1	Operates a multimedia computer and peripherals to install and use a variety of software.				
13.2	Uses terminology related to computers and technology appropriately in written and verbal communication.				
13.3	Demonstrates knowledge of the use of technology in business, industry, and society.				
13.4	Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
13.5	Creates multimedia presentations using scanners, digital cameras, and video cameras.				
13.6	Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.				
13.7	Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
13.8	Requests and uses appropriate assistive and adaptive devices for students with special needs.				
13.9	Designs lessons that use technology to address diverse student needs and learning styles.				
13.10	Practices equitable and legal use of computers and technology in professional activities.				
13.11	Facilitates the lifelong learning of self and others through the use of technology.				
13.12	Explores, uses, and evaluates technology resources: software, applications, and related documentation.				
13.13	Applies research-based instructional practices that use computers and other technology.				
13.14	Uses computers and other technology for individual, small group, and large group learning activities.				
13.15	Uses technology to support multiple assessments of student learning.				
13.16	Instructs and supervises students in the ethical and legal use of technology.				
Overall rating for Summative Evaluation Form					

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

EVALUATOR SIGNATURE

DATE

EVALUATEE SIGNATURE

DATE

**HART COUNTY SCHOOLS
TEACHER FORMATIVE OBSERVATION REPORT**

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

Tenured _____ Non-Tenured _____

Evaluatee/Observee _____ Grade(s) _____ School _____

Evaluator/Observer _____ Position _____

Date of Observation _____ Date of Conference _____

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

3: Designs/Plans Instruction	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
3.1 Focuses instruction on one or more of Kentucky's learning goals and academic expectations.				
3.2 Develops instruction that requires students to apply knowledge, skills, and thinking processes.				
3.3 Integrates skills, thinking processes, and content across disciplines.				
3.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.				
3.5 Creates and uses learning experiences that are developmentally appropriate for learners.				
3.6 Develops and incorporates strategies that address physical, social, and cultural diversity, and that show sensitivity to differences.				
3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur.				
3.8 Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.				
3.9 Develops and implements appropriate assessment processes.				
3.10 Secures and uses a variety of appropriate school and community resources to support learning.				
3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.				
3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.				
Overall rating for Summative Evaluation Form				
4: Creates/Maintains Learning Climate	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback.				
4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities.				
4.3 Shows consistent sensitivity to individuals and responds to students objectively.				
4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures.				
4.5 Locates and organizes materials and equipment to create an enriched multimedia environment.				
4.6 Encourages and supports individual and group inquiry.				
4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation.				
4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies.				
4.9 Works with colleagues to develop an effective learning climate within the school.				
Overall rating for Summative Evaluation Form				
5: Implements/Manages Instruction	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
5.1 Communicates specific goals and high expectations for learning.				
5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.				
5.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.				
5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.				
5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.				
5.6 Stimulates students to reflect on their own ideas and those of others.				
5.7 Uses appropriate questioning strategies to help students solve problems and think critically.				

5.8	Manages student examination of social issues relative to course content, possible responses, and associated consequences.				
5.9	Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.				
5.10	Presents differing viewpoints when integrating knowledge and experiences across disciplines.				
5.11	Makes effective use of media and technologies.				
5.12	Makes efficient use of physical and human resources and time.				
5.13	Provides opportunities for students to use and practice what is learned.				
5.14	Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.				
Overall rating for Summative Evaluation Form					
6: Assesses and Communicates Learning Results		Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
6.1	Selects and uses appropriate assessments.				
6.2	Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.				
6.3	Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.				
6.4	Provides opportunities for students to assess and improve their performance based on prior assessment results.				
6.5	Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.				
6.6	Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.				
Overall rating for Summative Evaluation Form					
7: Reflects/Evaluates Teaching/Learning		Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
7.1	Assesses and analyzes the effectiveness of instruction.				
7.2	Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.				
7.3	Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.				
Overall rating for Summative Evaluation Form					
8: Collaborates with Colleagues/Parents/Others		Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
8.1	Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.				
8.2	Discusses with parents, students and others the purpose and scope of the collaborative effort.				
8.3	Articulates expectations for each collaborative event, e.g., time lines and responsibilities.				
8.4	Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.				
8.5	Secures and makes use of school and community resources that present differing viewpoints.				
8.6	Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.				
8.7	Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.				
8.8	Analyzes previous collaborative experiences to improve future experiences.				
8.9	Assesses students' special needs and collaborates with school services and community agencies to meet those needs.				
Overall rating for Summative Evaluation Form					
9: Engages in Professional Development		Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
9.1	Establishes priorities for professional growth.				

9.2 Analyzes student performance to help identify professional development needs.				
9.3 Solicits input from others in the creation of individual professional development plans.				
9.4 Applies to instruction the knowledge, skills, and processes acquired through professional development.				
9.5 Modifies own professional development plan to improve instructional performance and to promote student learning.				
Overall rating for Summative Evaluation Form				
10. Demonstrates Implementation of Technology	Meets	Growth Needed	Does Not Meet	Discussion regarding Professional Growth Plan
10.1 Operates a multimedia computer and peripherals to install and use a variety of software.				
10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.				
10.3 Demonstrates knowledge of the use of technology in business, industry, and society.				
10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.				
10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.				
10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.				
10.9 Designs lessons that use technology to address diverse student needs and learning styles				
10.10 Practices equitable and legal use of computers and technology in professional activities.				
10.11 Facilitates the lifelong learning of self and others through the use of technology.				
10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.				
10.13 Applies research-based instructional practices that use computers and other technology.				
10.14 Uses computers and other technology for individual, small group, and large group learning activities.				
10.15 Uses technology to support multiple assessments of student learning.				
10.16 Instructs and supervises students in the ethical and legal use of technology.				
Overall rating for Summative Evaluation Form				

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

EVALUATOR SIGNATURE _____

DATE _____

EVALUATEE SIGNATURE _____

DATE _____

HART COUNTY SCHOOLS SUMMATIVE EVALUATION FORM FOR ADMINISTRATORS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee _____ Grade/Content Area _____

Position _____ Tenured _____ Non-Tenured _____

School/Work Site _____ Evaluator _____

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

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

<u>Administrator Standards:</u>	<u>Ratings</u>	
	<u>Meets</u>	<u>*Does Not Meet</u>
1. Vision	_____	_____
2. School Culture and Learning	_____	_____
3. Management	_____	_____
4. Collaboration	_____	_____
5. Integrity, Fairness, Ethics	_____	_____
6. Political, Economic, Legal	_____	_____
7. Demonstrates Implementation of Technology	_____	_____

Overall Rating _____

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

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed and discussed:

Evaluatee: ___ Agree with this summative evaluation
 ___ Disagree with this summative evaluation

Signature Date

Evaluator: _____

 Signature Date

Opportunities for appeal processes at both the local and state levels are a part of Hart County School District's Certified Evaluation Plan.

Employment Recommendation to Central Office:

- _____ Meets administrator standards for re-employment
 _____ Does not meet administrator standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:34 and the local district plan.

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

HART COUNTY SCHOOLS SUMMATIVE EVALUATION FORM FOR MEDIA SPECIALIST

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee _____ Grade/Content Area _____
 Position _____ Tenured _____ Non-Tenured _____
 School/Work Site _____ Evaluator _____

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

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

<u>Media Specialist Standards:</u>	<u>Ratings</u>	
	<u>Meets</u>	<u>*Does Not Meet</u>
1. Demonstrates Proficiency in Management/Administration of Library Media Center	_____	_____
2. Provides Exemplary Resources through Collection Development	_____	_____
3. Provides Effective Library Media Center Services	_____	_____
4. Enables Students to Become Effective Information Users	_____	_____
5. Engages in Professional Development	_____	_____
6. Demonstrates Implementation of Technology	_____	_____
Overall Rating	_____	_____

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

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed and discussed:

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

Evaluator:
 _____ Signature _____ Date

Opportunities for appeal processes at both the local and state levels are a part of Hart County School District's Certified Evaluation Plan.

Employment Recommendation to Central Office:

_____ Meets media specialist standards for re-employment
 _____ Does not meet media specialist standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:34 and the local district plan.

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

HART COUNTY SCHOOLS SUMMATIVE EVALUATION FORM FOR PRESCHOOL TEACHERS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee _____ Grade/Content Area _____

Position _____ Tenured _____ Non-Tenured _____

School/Work Site _____ Evaluator _____

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

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

Ratings

Preschool Teacher Standards:

1. Designs/Organizes Instruction
2. Creates/Maintains Learning Climate
3. Implements/Manages Instruction
4. Assesses and Communicates Learning Results
5. Reflects/Evaluates Teaching/Learning
6. Collaborates with Colleagues/Parents/Others
7. Engages in Professional Development
8. Supports Families
9. Demonstrates Implementation of Technology

<u>Meets</u>	<u>*Does Not Meet</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Overall Rating _____

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

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed and discussed:

Evaluatee: Agree with this summative evaluation
 Disagree with this summative evaluation

Signature _____ Date _____

Evaluator: _____
 Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of Hart County School District's Certified Evaluation Plan.

Employment Recommendation to Central Office:

- _____ Meets teacher standards for re-employment
 _____ Does not meet teacher standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:34 and the local district plan.

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

HART COUNTY SCHOOLS SUMMATIVE EVALUATION FORM FOR SCHOOL COUNSELORS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee _____ Grade/Content Area _____

Position _____ Tenured _____ Non-Tenured _____

School/Work Site _____ Evaluator _____

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

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

Guidance Counselor Standards:	<u>Ratings</u>	
	<u>Meets</u>	<u>*Does Not Meet</u>
1. Program Management, Research and Evaluation	_____	_____
2. Developmental Guidance Program	_____	_____
3. Individual/Small Group Counseling	_____	_____
4. Consultation/Collaboration	_____	_____
5. Coordination	_____	_____
6. Assessment	_____	_____
7. Adheres to Professional Standards	_____	_____
8. Demonstrates Professional Leadership	_____	_____
9. Engages in Professional Development	_____	_____
10. Demonstrates Implementation of Technology	_____	_____

Overall Rating

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

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed and discussed:

Evaluatee: Agree with this summative evaluation
 Disagree with this summative evaluation

Signature _____ Date _____

Evaluator:

Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of Hart County School District's Certified Evaluation Plan.

Employment Recommendation to Central Office:

_____ Meets school counselor standards for re-employment
 _____ Does not meet school counselor standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:34 and the local district plan.

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

HART COUNTY SCHOOLS SUMMATIVE EVALUATION FORM FOR SCHOOL PSYCHOLOGISTS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee _____ Grade/Content Area _____

Position _____ Tenured _____ Non-Tenured _____

School/Work Site _____ Evaluator _____

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

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

<u>School Psychologist Standards:</u>	<u>Ratings</u>	
	<u>Meets</u>	<u>*Does Not Meet</u>
1. Creates a Climate Conducive to Consultation	_____	_____
2. Employs a Variety of Effective Consultation Procedures	_____	_____
3. Participates in Professional Growth Activities	_____	_____
4. Follows the Policies and Procedures of the School District	_____	_____
5. Demonstrates a Sense of Professional Responsibility	_____	_____
6. Utilizes Time Effectively	_____	_____
7. Demonstrates the Ability to Communicate Effectively	_____	_____
8. Implements Programs Effectively	_____	_____
9. Provides Effective Assessment Services	_____	_____
10. Demonstrates Implementation of Technology	_____	_____
Overall Rating	_____	_____

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

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed and discussed:

Evaluatee: ___ Agree with this summative evaluation
 ___ Disagree with this summative evaluation

Signature _____ Date _____

Evaluator: _____

Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of Hart County School District's Certified Evaluation Plan.

Employment Recommendation to Central Office:

_____ Meets school psychologist standards for re-employment
 _____ Does not meet school psychologist standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:34 and the local district plan.

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

HART COUNTY SCHOOLS SUMMATIVE EVALUATION FORM FOR SPEECH PATHOLOGIST

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee _____ Grade/Content Area _____

Position _____ Tenured _____ Non-Tenured _____

School/Work Site _____ Evaluator _____

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

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

Speech Pathologist Standards:	Ratings	
	<u>Meets</u>	<u>*Does Not Meet</u>
1. Implements Assessment Procedures	_____	_____
2. Demonstrates a Readiness to Teach	_____	_____
3. Demonstrates a Proficiently Managed Environment	_____	_____
4. Demonstrates Proficiency in Managing Student Behavior	_____	_____
5. Integrates the Curriculum so Students Can Make Connection Between Knowledge and Experiences	_____	_____
6. Teaches the Skills Necessary for Students to Become Productive Members of Various Groups	_____	_____
7. Uses a Variety of Effective Teaching Techniques- Equipment, Media and Materials	_____	_____
8. Uses Teaching Strategies that Increase Student Motivation	_____	_____
9. Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment	_____	_____
10. Collaborates with Teachers and Staff	_____	_____
11. Uses Professional Growth Activities to Improve the Speech Therapy Program	_____	_____
12. Demonstrates Implementation of Technology	_____	_____
Overall Rating	_____	_____

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

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed and discussed:

Evaluatee: Agree with this summative evaluation
 Disagree with this summative evaluation

Signature _____ Date _____

Evaluator: _____

Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of Hart County School District's Certified Evaluation Plan.

Employment Recommendation to Central Office:

- _____ Meets school psychologist standards for re-employment
 _____ Does not meet school psychologist standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:34 and the local district plan.

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

PROFESSIONAL PORTFOLIO

The working portfolio for teachers is a notebook that contains information that gives evidence of meeting professional responsibilities. It is reviewed annually by the evaluator. Non-tenured teachers include all nine items listed. Tenured teachers include information for items 5 through 9.

Non-tenured Teachers – Complete 1-9
 Tenured Teachers – Complete 5-9

TEACHER	ADMINISTRATOR	
_____	_____	I. Professional growth activities and how they impacted curriculum instruction in the classroom
_____	_____	II. Three (3) sample lesson plans
_____	_____	III. Communication of program content to parents, (i.e. newsletter)
_____	_____	IV. Classroom management plan/philosophy
_____	_____	V. Log of parent conferences (6 hours district requirement)
_____	_____	VI. Growth Plan
_____	_____	VII. Log of professional development
_____	_____	VIII. School activities (Committees, Clubs, etc.)
_____	_____	IX. Other

Performance Year _____	Complete _____	Incomplete _____
_____ Evaluator Signature	_____ Date	_____ Evaluatee Signature
		_____ Date

PARENT CONTACT LOG

TYPE		DATE	STUDENT NAME	HOME PHONE	CELL PHONE
Phone Call Conference Email Letter					
		TIME	PARENT/GUARDIAN NAME	WORK PHONE	EMAIL
NOTES:					

TYPE		DATE	STUDENT NAME	HOME PHONE	CELL PHONE
Phone Call Conference Email Letter					
		TIME	PARENT/GUARDIAN NAME	WORK PHONE	EMAIL
NOTES:					

TYPE		DATE	STUDENT NAME	HOME PHONE	CELL PHONE
Phone Call Conference Email Letter					
		TIME	PARENT/GUARDIAN NAME	WORK PHONE	EMAIL
NOTES:					

TEACHER STANDARDS/CRITERIA EVIDENCE/DATA

Standard 1: Demonstrates Professional leadership: The teacher provides professional leadership within the school, community and education profession to improve student learning and well being.

<p><i>1.1 Build positive relationships within and between school and community</i></p> <ul style="list-style-type: none"> • Letters, notes, email messages to/from parents, community members, community groups • Class newsletters • Audio tapes/videotapes of messages sent/received • Premier agenda • Home/school notebooks • Email alert on weather closings • School notes.com 	<p><i>1.2 Promotes leadership potential in colleagues</i></p> <ul style="list-style-type: none"> • Mentoring of colleagues • Participation in State and National professional organizations, cadres and academics • Recommendations of colleagues for emerging leadership opportunities • Encouragement of professional reading
<p><i>1.3 Participates in professional organizations and activities</i></p> <ul style="list-style-type: none"> • Membership cards and plaques • Copies of travel reimbursement forms with activities identified • Certificates of attendance or EILA credit • Sharing of new learning with other colleagues 	<p><i>1.4 Writes and speaks effectively</i></p> <ul style="list-style-type: none"> • Letters, class newsletters, articles, monographs and other publications • Audio tapes, videotapes of lessons, presentations
<p><i>1.5 Contributes to the professional knowledge and expertise about teaching and learning</i></p> <ul style="list-style-type: none"> • Copies of presentations with handouts constructed • Minutes of committee meetings • Audio tapes/videotapes of teaching/learning 	<p><i>1.6 Guides the development of curriculum and instructional material</i></p> <ul style="list-style-type: none"> • Lesson plans, unit plans • Curriculum maps • Instructional materials
<p><i>1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities</i></p> <ul style="list-style-type: none"> • Attendance rosters • Copies of policies developed/adopted • Minutes of meetings 	<p><i>1.8 Initiates and develops educational projects and programs</i></p> <ul style="list-style-type: none"> • Written summary of project • Outline of program • Letters, memoranda detailing initiation of project/program
<p><i>1.9 Practices effective listening, conflict resolution and group facilitation skills as a team member</i></p> <ul style="list-style-type: none"> • Notes from conferences • Letters, notes, email from participants acknowledging their skills • Commendations from peers, parents, students and administrators • Memoranda recording examples 	<p><i>1.10 Demonstrates punctuality and good attendance for all duties</i></p> <ul style="list-style-type: none"> • Sign in sheets with signature and times • Evaluation forms signed by administrator or leader • Absence of letters, notes, email documenting lack of punctuality or poor attendance
<p><i>1.11 Adheres to school board policies and administrative procedures</i></p> <ul style="list-style-type: none"> • Letters, notes email identifying policies/procedures followed • Absence of letters, notes, email documenting failure to adhere • Records corresponding to specific items in the policies/procedures 	<p><i>1.12 Adheres to the state professional Code of Ethics</i></p> <ul style="list-style-type: none"> • Absence of letter, notes, emails documenting failure • Records corresponding to specific items in the Code of Ethics

TEACHER STANDARDS/CRITERIA EVIDENCE/DATA

Standard 2: Demonstrates Knowledge of Content: The teacher demonstrates content knowledge within own discipline(s) and in applications to other disciplines.

<p>2.1 Build positive relationships within and between school and community</p> <ul style="list-style-type: none"> • Lesson plans, unit plans, curriculum maps, copies of presentations, lecture notes • Overhead transparencies • Power point presentations 	<p>2.2 Communicates a current knowledge of discipline(s) taught</p> <ul style="list-style-type: none"> • Copies of summaries of current articles in professional publications • Copies of summaries of current books, workbooks used in teaching
<p>2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines</p> <ul style="list-style-type: none"> • Demonstrates during formal and informal observations multi-disciplinary, interdisciplinary and/or cross-disciplinary content delivery 	<p>2.4 Demonstrates a general knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles</p> <ul style="list-style-type: none"> • Lesson plans showing use of age-appropriate and developmentally appropriate materials • Use of multiple learning styles, instructional strategies for all ability levels • Demonstrates during formal and informal observations strategies appropriate to the identified ability level of the students observed
<p>2.5 Connects content knowledge to real-world applications</p> <ul style="list-style-type: none"> • Lesson plans showing real-world applications • Hands-on activities, projects, learning demonstrations by students • Learning applied outside the school context 	<p>2.6 Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught</p> <ul style="list-style-type: none"> • Lesson plans • Instructional materials
<p>2.7 Analyzes sources of factual information for accuracy</p> <ul style="list-style-type: none"> • Notes or reviews of textbooks and other documents that identify inaccuracies • Letters, memoranda explaining flaws in accuracy 	<p>2.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective</p> <ul style="list-style-type: none"> • Identifies and explains multicultural and global perspectives during formative observation visit • Instructional materials reflect multicultural/global perspectives
<p>2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction</p> <ul style="list-style-type: none"> • Lesson plans, unit plans • Curriculum maps with annotated evidence • Minutes of planning meeting • Projects, work samples produced from collaborative efforts 	

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Standard 3: Designs/Plans Instruction: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

<p><i>3.1 Focuses instruction on one or more of Kentucky's learning goals and academic expectations</i></p> <ul style="list-style-type: none"> • Lesson plans with learning goals and academic expectations clearly identified • Pre-observation form • Pre/Post conference 	<p><i>3.2 Develops instruction that requires students to apply knowledge, skills and thinking processes</i></p> <ul style="list-style-type: none"> • Assessments • Student products/work/performance • Student work samples demonstrating application • Activities, products with student explanations of processes and concepts, skill and critical thinking
<p><i>3.3 Integrates skills, thinking processes and content across discipline(s)</i></p> <ul style="list-style-type: none"> • Teacher designed assessments • Student products/work samples • Lesson plans, units of study & curriculum maps 	<p><i>3.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learner</i></p> <ul style="list-style-type: none"> • Audio-tapes, videotapes of learning experiences • Formal and informal observations • Feedback from students regarding motivation and active involvement in learning
<p><i>3.5 Creates and utilizes learning experiences that are developmentally appropriate for learners</i></p> <ul style="list-style-type: none"> • Lesson plans with learning goals and academic expectations clearly identified • Formal and informal observations 	<p><i>3.6 Develops and incorporates strategies that address physical, social and cultural differences and that show sensitivity to differences</i></p> <ul style="list-style-type: none"> • Lesson plans with learning goals and academic expectations clearly identified • Formal and informal observations
<p><i>3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur</i></p> <ul style="list-style-type: none"> • Seating charts for specific activities • Formal and informal observations • Videotape of lesson 	<p><i>3.8 Includes creative and appropriate use of technologies (e.g., audiovisual equipment)</i></p> <ul style="list-style-type: none"> • Lesson plans that identify integration of technology • Student work product demonstrating the use of technology
<p><i>3.9 Develops and implements appropriate assessment processes</i></p> <ul style="list-style-type: none"> • Assessment files that include teacher-made, commercial assessments • Evidence of multiple assessments • Evidence of authentic assessment activities (real world writings) 	<p><i>3.10 Secures and uses a variety of appropriate school and community resources to support learning</i></p> <ul style="list-style-type: none"> • Lesson plans that identify school and community resources • Literature, publications provided by the school and community • Guest speakers • Field trips that support learning
<p><i>3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible resourceful and creative</i></p> <ul style="list-style-type: none"> • Formal and informal observations • Description of activities • Photographs of learning experiences • Audiotapes or videotapes of activities • Student work/product/performance samples 	<p><i>3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges</i></p> <ul style="list-style-type: none"> • Diaries/journals or reflection • Internship portfolio with reflection pieces • Written reflections on lesson plans

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

<p><i>4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback</i></p>	<p><i>4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities</i></p>
<ul style="list-style-type: none"> • Written communication to students and/or parents • Evaluator inclusion in disciplinary conferences • Formal and informal classroom observations • Classroom rules posted and consistently followed 	<ul style="list-style-type: none"> • Classroom rules posted and consistently followed • Written rule and procedures given to students and parents • Written communication to parents outlining expectations and keeping parents aware of behavior • Activities, products with student explanations of processes and concepts, skill and critical thinking
<p><i>4.3 Shows consistent sensitivity to individual and responds to students objectively</i></p>	<p><i>4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures</i></p>
<ul style="list-style-type: none"> • Written disciplinary referrals and notes about referrals • Disciplinary conferences involving administrator/evaluator • Absence of complaints about lack of objectivity 	<ul style="list-style-type: none"> • Demonstrates flexibility in handling disciplinary process • Letters, notes, email to parents showing flexibility, creative • Written disciplinary plan • Classroom rules and procedures consistently followed
<p><i>4.5 Locates and organizes materials and equipment to create an enriched multimedia environment</i></p>	<p><i>4.6 Encourages and supports individual and group inquiry</i></p>
<ul style="list-style-type: none"> • Lesson plans with identified use of materials and equipment • Videotape of multimedia use • Products or presentations in multimedia format 	<ul style="list-style-type: none"> • Lesson plans identifying individual or group inquiry • Activities, materials used in inquiry • Rituals, routines and structures observed both formally and informally
<p><i>4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation</i></p>	<p><i>4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies</i></p>
<ul style="list-style-type: none"> • Evidence of discipline plan enforced • Teacher list of various management techniques • Certificates of training in classroom management • Audiotape or videotape classroom interaction during instruction 	<ul style="list-style-type: none"> • Lesson plans identifying accommodations • Materials using a variety of instructional strategies • Teacher inventory of personal instructional strategies • Formal and informal classroom observations
<p><i>4.9 Works with colleagues to develop an effective learning climate in the school</i></p>	
<ul style="list-style-type: none"> • Committee membership • Minutes from committee meetings 	

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Standard 5: Implements/manages Instruction: The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

<p>5.1 Communicates specific goals and high expectations for learning</p>	<p>5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles</p>
<ul style="list-style-type: none"> • Class syllabus • Lesson plans with specific goals and clear expectations • Wall charts outlining goals and expectations • Letters, notes, email to parents/students regarding high expectations • Rubrics, assessments with specific goals and high expectations 	<ul style="list-style-type: none"> • Marks lesson plans in retrospect to show linkages to prior learning • Uses career planning to identify student aspirations
<p>5.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned</p>	<p>5.4 Uses and develops multiple teaching/learning strategies that are appropriate to students</p>
<ul style="list-style-type: none"> • Proficient samples and models provided for students prior to assignment • Examples and non-examples cited specifically handouts, lesson guides 	<ul style="list-style-type: none"> • List of instructional items in personal repertoire • Artifacts used in strategies • Audiotape/videotape of strategies in action
<p>5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences</p>	<p>5.6 Stimulates students to reflect on their own ideas and those of others</p>
<ul style="list-style-type: none"> • Lesson plans • Unit plans • Curriculum maps 	<ul style="list-style-type: none"> • Journals • Diaries • Student learning logs
<p>5.7 Uses appropriate questioning strategies to help students solve problems and think critically</p>	<p>5.8 Manages student examination of social issues relative to course content, possible responses and associated consequence</p>
<ul style="list-style-type: none"> • List of questioning strategies • Audiotape/videotape of questioning • Higher order thinking skills inventory (Bloom's taxonomy) 	<ul style="list-style-type: none"> • Facilitates class or group discussions • Uses Paideia seminar
<p>5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction</p>	<p>5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines</p>
<ul style="list-style-type: none"> • Positive interaction during observation • Notes, written reflections on success with students • Audiotape/videotape of instruction an facilitation 	<ul style="list-style-type: none"> • Lesson plans with multiple viewpoints addressed • Audiotape/videotape of presentation of viewpoints • Handouts reflecting multiple viewpoints
<p>5.11 Makes effective use of media and techniques</p>	<p>5.12 Makes efficient use of physical and human resources and time</p>
<ul style="list-style-type: none"> • Demonstrated use of media and technology • Lesson plan or log of activities using media/technology 	<ul style="list-style-type: none"> • Time flowchart • Scripting from evaluator or observer • Implementation and Impact reports
<p>5.13 Provides opportunities for students to use and practice what is learned</p>	<p>5.14 Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations</p>
<ul style="list-style-type: none"> • Evidence of independent practice • Evidence of guided practice 	<ul style="list-style-type: none"> • Marker papers in use • Student work samples with meaningful feedback • Notes from conferences with students/parents • Weekly progress reports • ESS referrals and additional assistance • Agenda book notes to parents/students

TEACHER STANDARDS/CRITERIA EVIDENCE/DATA

Standard 6: Assess and Communicates Learning Results: *The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

<p>6.1 Selects and uses appropriate assessments</p>	<p>6.2 Makes appropriate provisions for assessment processes that address social, cultural and physical diversity</p>
<ul style="list-style-type: none"> • Teacher file of assessments with rubric/scoring guides • STAR assessments • Think-Link assessments • Accelerated Reader Tests 	<ul style="list-style-type: none"> • IEPs with accommodations • Adaptations needed for physical limitations
<p>6.3 Assess student performance using the established criteria and scoring guides consistent with Kentucky's assessment program</p>	<p>6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results</p>
<ul style="list-style-type: none"> • Copies of criteria • Copies of scoring guides and rubrics • Copies of authentic assessments • Grade correlations between classroom and CATS 	<ul style="list-style-type: none"> • ESS referrals • Notes of conferences with student/parents regarding assessment results • Written plan to improve performance • Multiple assessments showing development of skills and improvement in learning
<p>6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate</p>	<p>6.6 Communicates expectations, criteria for assessment, student progress and student strengths and weaknesses to parents and students</p>
<ul style="list-style-type: none"> • STI reports • KPR analysis with grade level/content area plans • CSIP and CDIP committee reports • Student work analysis with class profiles 	<ul style="list-style-type: none"> • Letters, notes, email to students and parents • Dated progress reports • Individual education plans

Standard 7: Reflects/Evaluates Teaching/Learning: *The teacher reflects on and evaluates teaching and learning.*

<p>7.1 Assesses and analyzes the effectiveness of instruction</p>	<p>7.2 Makes appropriate changes to instruction based upon feedback, reflection and assessment results</p>
<ul style="list-style-type: none"> • Reviews grading period results • Calculates percentage of students at each grade category • Identifies learning needs of sub-populations • Reviews test areas, concepts and skills where students performed poorly • Written reflections, journal entries and self-reflection on practice • Accepts responsibility for student success and failure 	<ul style="list-style-type: none"> • Copies of redesigned assessments due to reflection showing a problem • Annotated lesson plans marking changes as a result of feedback, reflection
<p>7.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments</p>	
<ul style="list-style-type: none"> • CDIP committee reports • Curriculum/instruction committee reports • Written recommendation with rationale 	

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Standard 8: Collaborates with Colleagues/Parents/Others: The teacher collaborates with colleagues, parents and other agencies to design, implement and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

<p>8.1 Initiates collaboration with others and creates situations where collaboration with others will enhance student learning</p>	<p>8.2 Discusses with parents, students and others the purpose and scope of the collaborative effort</p>
<ul style="list-style-type: none"> • Letters, notes, email showing initiation of collaboration • Any written evidence of collaboration 	<ul style="list-style-type: none"> • Written description of collaborative effort • Copy of IEP and/or SBARC conference summary with confidential information deleted • Notes from discussions with students and others
<p>8.3 Articulates expectations for each collaborative event (e.g., timelines and responsibilities)</p>	<p>8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g. issue and conflict resolution</p>
<ul style="list-style-type: none"> • Written timelines for collaboration (e.g., KTIP cycles, unit planning cycle, CSIP review) • Written outline of expectations 	<ul style="list-style-type: none"> • Written agreements with signatures showing a collaborative venture • Notes of meetings • Committee reports
<p>8.5 Secures and makes use of school and community resources that present differing viewpoints</p>	<p>8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds</p>
<ul style="list-style-type: none"> • Copies of forms used to request and/or obtain resources 	<ul style="list-style-type: none"> • Notes, written reflections of responses to differences
<p>8.7 Invites colleagues, parents, community representatives and others to help design and implement collaborative instructional projects</p>	<p>8.8. Analyzes previous collaborative experiences to improve future experiences</p>
<ul style="list-style-type: none"> • Letters, notes, email to colleagues, parents, representatives outlining a collaborative project • Copies of letters of responses to initiatives 	<ul style="list-style-type: none"> • Notes, memoranda, written reflections on previous experiences • Team meeting minutes • Vertical alignment committee meeting minutes/reports
<p>8.9 Analyzes students' special needs and collaborates with school services and community agencies to meet those needs</p>	
<ul style="list-style-type: none"> • Copies of plans developed to meet needs • Copies of letters requesting services or assistance from agencies • Copies of responses from school personnel or community agencies 	

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Standard 9: Engages in Professional Development: The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

<i>9.1 Establishes priorities for professional growth</i>	<i>9.2 Analyzes student performance to help identify professional development needs</i>
<ul style="list-style-type: none"> • Written IPGP with current dates, activities, conferences, observations, goals & strategies • Copies of needs assessment 	<ul style="list-style-type: none"> • Copies of analysis used to identify needs • Written rationale for identifying needs
<i>9.3 Solicits input from others in the creation of IPGP</i>	<i>9.4 Applies to instruction the knowledge, skills and processes acquired through professional development</i>
<ul style="list-style-type: none"> • Formative evaluation data • Summative evaluation documents • Letters, notes, email from colleagues identifying possible PD 	<ul style="list-style-type: none"> • Annotated lesson plans showing implementation/application of knowledge, skills gained form PD experiences
<i>9.5 Modifies own professional development plan to improve instructional performance and to promote student learning</i>	
<ul style="list-style-type: none"> • Updated IPGP • Updated Personal Professional Development Plan 	

Standard 10: Demonstrates Implementation of Technology: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents and the community and conduct research.

<i>10.1 Operates a multimedia computer and peripherals to install and use a variety of software</i>	<i>10.2 Uses terminology related to computers and technology appropriately in written and verbal communication</i>
<ul style="list-style-type: none"> • Lesson plan annotation for sue of technology • Documents created • Informal and formal observations 	<ul style="list-style-type: none"> • Products • Creations
<i>10.3 Demonstrates knowledge of the use of technology in business, industry and society</i>	<i>10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connection and installations</i>
<ul style="list-style-type: none"> • Products 	<ul style="list-style-type: none"> • Verification from District Technology Coordinator of proficiency