KENTUCKY DEPARTMENT OF EDUCATION
CAPITAL PLAZA TOWER 500 MERO STREET FRANKFORT, KENTUCKY 40601
Gene Wilhoit, Commissioner
(502) 564-4770

August 9, 2002

Superintendent Stephen Daeschner
Jefferson County Schools
PO Box 34020, 3332 Newburg Road
Louisville, KY 40232-4020

Dear Supt. Daeschner:

The revisions to the Jefferson County School District certified personnel evaluation plan have been reviewed and approved by the Kentucky Department of Education. 704 KAR 3:345, Section 5 (2) states, "The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year." Please make sure all certified staff, both teachers and administrators, are provided an opportunity to have the evaluation process, including all approved revisions, explained to and discussed with them as required in the above cited regulation.

If you have any questions regarding certified personnel evaluation, please contact me at 502/564-4201.

Sincerely,

Janet Stevens

Janet Stevens, Manager
Instructional Quality Branch

Cc: Carolyn Meredith

Employee Relations

Administrative Offices
P.O. Box 34020
Louisville, Kentucky 40232-4020
(502) 485-3151
Fax: (502) 485-6040

Jefferson County Public Schools
Shaping the Future

July 5, 2002

Ms. Janet Stevens
Department of Education
Professional Development
17th Floor, Capital Tower Plaza
500 Mero Street
Frankfort, KY 40601

Dear Ms. Stevens:

I am enclosing copies of the Principal Job Performance Evaluation and Teacher Performance Evaluation forms that were approved at the May 6, 2002 board meeting. The Principal Job Performance Evaluation form is completely new. The Teacher Performance Evaluation form is modified (changes are indicated in bold lettering).

Those serving on the Principal Job Performance Evaluation committee were:

Carletta Bell, Principal
Joe Burks, Assistant Superintendent for Districtwide Instructional Services (High School)
Ronald Freeman, Principal
Betty Graham, Principal
Beverly Keepers, Principal
Dr. Sandy Ledford, Assistant Superintendent for Districtwide Instructional Services (Middle School)
Carolyn Meredith, Director
Dr. Freda Merriweather, Assistant Superintendent for Districtwide Instructional Services (Elementary School)
Dr. Diane Ricciardi, Director, Administrator Recruitment and Development
Patricia Vissman, Principal
Janice Walker, Principal

Those serving on the Teacher Performance Evaluation committee were:

Beverly Keepers, Principal
Ronald Freeman, Principal
Betty Graham, Principal
Patricia Vissman, Principal

Carletta Bell, Principal
Janice Walker, Principal
Ann Walls, Teacher
Anne Weaver, Teacher
Paula Giddens, Teacher
Harvey Keyes, Teacher
Darla Moore, Teacher
Lee Wing, Teacher
Carolyn Meredith, Director

The changes in the evaluations are noted on the board agenda page that is on the front of each evaluation in your packet.

Please feel free to contact me if any other information is needed.

Sincerely,

Carolyn Meredith/mhe

Carolyn Meredith
Director Employee Relations

CM:mhe

Enclosures

MAY 6, 2002

TO: BOARD OF EDUCATION
JEFFERSON COUNTY PUBLIC SCHOOL DISTRICT

FROM: STEPHEN W. DAESCHNER
SUPERINTENDENT

SUBJECT: PRINCIPAL AND TEACHER PERFORMANCE EVALUATION PLANS

RECOMMENDATION: I recommend that the Board of Education approve the Principal and Teacher Performance Evaluation Plans.

RATIONALE: The Teacher Evaluation Plan now includes a checklist for the evaluation of the Teacher Performance Criteria/Indicators. The evaluator has the option of preparing a narrative for indicators evaluated as consistently meets. All other indicators require a narrative explanation to support the rating.

The Principal Evaluation Plan involves changes related to both the criteria for evaluating principals and the process for conducting the evaluation. The evaluation criterion uses the Interstate School Leaders Licensure Standards (ISLLC). These research-based standards have been adopted throughout the nation and by Kentucky. Additional changes include: discontinuation of peer principals in the summative evaluation process, a required portfolio, and a corrective growth process that may occur prior to the implementation of the deficiency evaluation process.

A joint committee of administrators and teachers reviewed the Teacher Performance Evaluation Plans to ensure that they comply with all statutory requirements. The teachers were nominated by JCTA. A committee of administrators including principals from each level reviewed the Principal Evaluation Plan and sought input from their colleagues.

Once the evaluation plans have been approved by the Board of Education, they will be submitted to the Kentucky Department of Education for their approval.

SWD:WSE:csm

Attachments

PRINCIPAL JOB PERFORMANCE EVALUATION

INSTRUCTIONS AND FORMS

JEFFERSON COUNTY PUBLIC SCHOOLS

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER
OFFERING EQUAL EDUCATIONAL OPPORTUNITIES

05/02

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INTRODUCTION

The purpose of this evaluation process is to provide principals with opportunities to experience growth in their leadership abilities and to insure that high quality leaders serve in every school in our District.

A principal's role is defined by high standards of performance and reflects the complex responsibilities of a principal's daily work as it impacts student success. For the purpose of identifying principal performance criteria, the Kentucky Administrator Standards, taken from the Interstate School Leaders Licensure Consortium (ISLLC) Standards, will be used to judge the job performance of our principals.

The evaluation process outlined in this document is based on well-researched personnel standards that reflect effective practices for job performance evaluations. The value and success of this evaluation process should be judged based on these standards of excellence:

- *Utility Standards*- The evaluation is informative, timely, and of practical value to the principal and the District.
- *Accuracy Standards*- The evaluation is technically accurate and the conclusions on job performance are linked to multiple sources of data and evidence of job performance.
- *Feasibility Standards*- The evaluation is manageable in its implementation related to the time and resources needed to carry out the evaluation for both the principal and the district.
- *Propriety Standards*- The evaluation is conducted fairly, ethically, and in compliance with legal requirements, protecting the rights of the principal and the District.

In this document, two separate processes are described:

I. The Standard Evaluation Process focuses on four parts of the principal evaluation process--

(a) Major Summative Evaluation- Typically on a three-year cycle, this yearlong comprehensive evaluation is based on six ISLLC Standards coupled with key job Performances identified by the evaluator and principal as those most important for impacting student success.

(b) Interim Summative Evaluation- Typically on the off-years of a Major Summative Evaluation, this yearlong evaluation addresses the six ISLLC Standards coupled with job Performances as identified by the principal and evaluator as those most important for impacting student success.

(c) Formative Growth Planning- A yearly, ongoing planning and monitoring process for a principal and evaluator to set growth targets that address individual principal needs and specific school needs impacting student success.

(d) Corrective Growth Planning- A planning and monitoring process initiated by an Assistant Superintendent for principals whose performance in one or more Standards is inadequate and whose job performance may be impeding student success. The process is well defined and provides support requiring specific targets and results. The process may run short-term (several weeks) or long-term (several months up to a year) based on the growth needs of the principal and the learning opportunities needed to develop skills in the identified area(s).

II. The Deficiency Process is the most stringent component in the evaluation process. The deficiency process is strictly defined, highly prescriptive, and aims to provide growth and support to the principal, while setting clear expectations for substantial improvement in job performance over a 12-week deficiency period.

STANDARD EVALUATION PROCESS

MAJOR SUMMATIVE EVALUATION

Purpose:
Each principal will receive a Major Summative Evaluation every three years. The evaluation time period runs for one school year. Although the evaluation is summative in nature, it is also designed to promote formative leadership growth differentiated to the needs of each principal and the school in which the principal serves.

Process:
The Assistant Superintendent serves as primary evaluator and supervisor of principals, but may assign a School Liaison to serve as the formal evaluator. The evaluated principal will have a Collegial Support Committee consisting of the evaluator and at least two other principals (from the same level) to provide support for the formative process and to serve as critical friends as requested by the principal or evaluator. The Collegial Support Committee assignments will be made by the Assistant Superintendent based on principal needs.

The process will consist of at least three formal meetings: (a) Initial Evaluation Planning Meeting by the end of the first month, (b) Formative Feedback Meeting by midyear, and (c) Final Summative Conference Meeting by June 30. Prior to the end of the first month, the principal will attend an Initial Evaluation Planning Meeting for the Major Summative Evaluation. This meeting, facilitated by the Assistant Superintendent, has the purpose of discussing job expectations, ISLLC Standards and Performances as evaluation criteria, forms and procedures, the required Principal Portfolio, and the Growth Planning Process.

The Initial Evaluation Planning Meeting is a critical step in helping to set the evaluation criteria that will be used for the year. Principals will be evaluated on all six ISSLC Standards; however, they may not be evaluated on every Performance under each Standard, given there are nearly 100 ISLLC Performances. The intent for this evaluation is to focus the principal's evaluation and work for improvement on those ISLLC Performances that are most important for impacting student success in the principal's particular school. The decision to focus on particular ISLLC Performances should be based on evidenced needs of the individual principal and specific school needs based on data. The principal and Assistant Superintendent will determine the specific ISLLC Performances that the principal will target for the evaluation year and will record these on a completed Form P-1, Formative Evaluation. This Form P-1 will be the initial planning document used to formally establish the yearly evaluation criteria. The evaluator, to include an Assistant Superintendent, will sign off on the completed Form P-1, reflecting the evaluation criteria that have been agreed upon and reflecting the summary of the Initial Evaluation Planning Meeting. The meeting agenda and minutes, if any, along with Form P-1 will be maintained by the evaluator to document compliance with 704 KAR 3:345.

The Growth Plan may be revised at the time of the planning conference, but will be redrafted or updated by October 1. It will be aligned with the agreed upon criteria for the principal evaluation, evidenced individual growth needs of the principal, and goals related to the schools needs/ Consolidated Plan. The Growth Plan should be focused on a limited number of growth goals and may be revised during the year once goals have been achieved. The intent of growth planning is to assist a principal in going deeper in knowledge and skill development. The Growth Plan will be documented on Form P-2, Growth Plan and copies will be maintained by the principal and evaluator.

By midyear of the evaluation year, the Collegial Support Committee will meet at least once to discuss formative growth and to review the Growth Plan, with the option of meeting at the evaluated principal's school. During the meeting(s), the committee will engage in collegial sharing, will review ISLLC performance criteria, and will discuss the growth objectives and progress that the evaluated principal has made towards achievement of the Growth Plan. The evaluated principal will present artifacts from the required Principal Portfolio to

demonstrate evidence of meeting the criteria agreed upon for the evaluation. The peer team will review the evidence and provide feedback and support as requested by the principal or evaluator. At this collegial meeting, another Form P-1will be completed to document the summary of the conference and compliance with 704 KAR 3:345. The meeting agenda and minutes, if any, and Form P-1 will be maintained by the evaluator.

During the year, the principal will maintain the required Principal Portfolio and will submit, as appropriate, any additional documentation or data required by the Assistant Superintendent or evaluator to assess performance on the ISSLC Standards and Performances serving as evaluation criteria. Also, during the year, the evaluator or Assistant Superintendent and principal may have additional conferences or on-site school visits to review the principal's progress on meeting the required Standards and Performances. When these interim meetings are held, they should be documented on the Form P-1.

No later than June 30, the evaluator will have an individual meeting with the principal to discuss the final summative evaluation, focusing on strengths and areas for improvement. The evaluator will review the Principal Portfolio contents and any other evidence prior to the final evaluation conference along with the Growth Plan. This final phase of the Major Summative Evaluation should reflect confidential and candid discussion and assessment of the principal's performance based on evidence. Form P-3, Major Summative Evaluation, will be completed to document compliance with 704 KAR 3:345. The meeting agenda and minutes, if any, and
Form P-3 will be maintained by the Assistant Superintendent. Form P-3 will be completed in triplicate--one form retained by the Assistant Superintendent, one form to the principal, and one form to the Director of Employee Relations for inclusion in the personnel file.

INTERIM SUMMATIVE EVALUATION

Purpose:
Each principal typically will receive an Interim Summative Evaluation when not in the Major Summative Evaluation cycle. The evaluation period is for one school year. Although the evaluation is summative in nature, it is also designed to promote formative leadership growth unique to the needs of each principal and the school in which the principal serves.

Process:
The steps for the Interim Summative Evaluation are similar to the steps for the Major Summative Evaluation; however, the depth of the evaluation is not as great for the interim year. This difference will be primarily reflected in the depth of the criteria selected for the evaluation and the depth of supervision provided by the evaluator.

The Assistant Superintendent serves as primary evaluator and supervisor of principals, but may assign a School Liaison to serve as the formal evaluator. The evaluated principal will have a Collegial Support Committee consisting of the evaluator and of at least two other principals (from the same level) to provide support for the formative process and to serve as critical friends as requested by the principal or evaluator. The Assistant Superintendent will establish the Collegial Support Committee assignments based on principal needs. The process will consist of at least three formal meetings: (a) Initial Evaluation Planning Meeting by the end of the first month, (b) Formative Feedback Meeting by midyear, and (c) Final Summative Conference Meeting by June 30.

Prior to the end of the first month, the principal will attend an Initial Evaluation Planning Meeting for Interim Summative Evaluation. This meeting, facilitated by the Assistant Superintendent, has a purpose of discussing job expectations, ISLLC Standards and Performances as evaluation criteria, forms and procedures, and the

Growth Planning Process. This meeting is a critical step in helping set the evaluation criteria that will be used for the Interim Summative Evaluation. Principals will be evaluated on all ISSLC Standards; however, they may not be evaluated on every Performance under each Standard, given there are nearly 100 ISLLC Performances. The intent for this evaluation is to focus the principal's evaluation and work for improvement on those ISLLC Performances that are most important for impacting student success. The decision to focus on particular ISLLC Performances should be based on evidenced needs of the individual principal and specific school needs based on data. The principal and Assistant Superintendent will determine the specific ISLLC Performances that the principal will target for the evaluation year and will record these on a completed Form P-1, Formative Evaluation. This Form P-1 will be the initial planning document for the yearly evaluation criteria. The evaluator, to include an Assistant Superintendent, will sign off on the completed Form P-1, reflecting the evaluation criteria that have been agreed upon and reflecting the summary of the Initial Evaluation Planning Meeting. The meeting agenda and minutes, if any, along with Form P-1 will be maintained by the evaluator to document compliance with 704 KAR 3:345.

The Growth Plan will be revised at the time of the Initial Evaluation Planning Meeting, but will be updated by October 1. The plan will reflect the evaluation criteria agreed upon for evaluation based upon individual principal and school needs. The Growth Plan should be focused on a limited number of growth goals and may be revised during the year once goals have been achieved. The intent of the growth planning is to assist a principal in going deeper in knowledge and skill development. The plan will be documented on Form P-2, Growth Plan and will copies be maintained by the principal and evaluator.

By midyear of the evaluation year, the Collegial Support Committee will meet at least once for the purpose of discussing and reviewing the Growth Plan. During the meeting(s), the committee will engage in collegial sharing, will review ISLLC performance criteria, and will discuss the growth objectives and individual progress that the evaluated principal has made towards the Growth Plan. The committee will provide feedback and support as requested by the principal or evaluator. At this meeting, another Form P-1will be completed to document the summary of the conference and compliance with 704 KAR 3:345. The meeting agenda and minutes, if any, and Form P-1 will be maintained by the evaluator.

During the year, the evaluator or Assistant Superintendent and principal may have additional conferences or on-site school visits to review the principal's progress on meeting the required Standards and Performances. When meetings are held, they will be documented on a Form P-1.

No later than June 30, the evaluator will have an individual meeting with the principal to discuss the final summative evaluation and progress towards the Growth Plan. This final phase of the Interim Summative Evaluation should reflect confidential and candid discussion and assessment of the principal's performance. Form P-4, Interim Summative Evaluation will be completed to document compliance with 704 KAR 3:345. The meeting agenda and minutes, if any, and Form P-4 and Form P-2 will be maintained by an Assistant Superintendent and principal. Form P-4, Interim Summative Evaluation, will be completed in triplicate--one form retained by the Assistant Superintendent, one form to the principal, and one form to the Director of Employee Relations for inclusion in the personnel file.

PROFESSIONAL GROWTH PLANNING

Purpose:
\n ongoing Professional Growth Plan will be developed and implemented by each principal in both the Major Summative and Interim Summative evaluations. The growth plan's purpose is to (a) be a tool in helping a principal focus on priority leadership development area(s) and (b) to outline the principal's professional development activities for the year. The plan would reflect both the individual needs of the principal and the unique needs of the school in which the principal serves, evidenced by the school's Consolidated Plan, Professional Development Plan, and other appropriate school data.

Process:
The process to follow for growth planning is embedded in the Major Summative Evaluation and in the Interim Summative Evaluation sections of this document. Specific requirements for the growth plan are contained under these sections in this manual. Fundamentally, the plan would be reviewed and revised each year and during the year, as needed. Plans may be based both on long-range and short-range growth goals that are aligned to the ISLLC Standards and Performances identified as evaluation criteria. Also, the plan may be revised based on a principal's changing growth needs. Changes should be reviewed and signed-off by the evaluator or Assistant Superintendent. The Growth Plan will be documented on Form P-2. The principal will maintain a copy of the updated plan during both evaluation cycles and will keep a copy of the plan in the Principal Portfolio for review throughout the Major Summative Evaluation year.

CORRECTIVE GROWTH PLANNING

Purpose:
During the Major Summative or Interim Summative Evaluation process, the Assistant Superintendent may determine that a discrepancy exists between a principal's performance and formal evaluation criteria (ISLLC Standards and Performances), district policies, state procedures, or the job description. If the discrepancy is of serious nature as deemed by the Assistant Superintendent, the Assistant Superintendent ***may initiate*** a Corrective Growth Planning process to bring about corrective growth related to discrepancies in principal performance. The process would be intended for principals whose performance in one or more Standards falls into one of the following categories—(a) Inconsistently Meets Standard or (b) Fails to Meet Standard.

The process is to be well defined and supportive, yet, requires specific targets and job performance results for the principal. The process may run short-term (several weeks) or long-term (several months up to a year) based on the growth needs of the principal and the learning activities needed to develop skills in the identified area(s).

Process:
The Corrective Growth Planning conference would be the first step in this process conducted by the Assistant Superintendent. During the conference, a written summary on Form P-1 would document the performance discrepancy and specific evidence(s) for the discrepancy. Additionally, a detailed plan for corrective growth would be documented on Form P-1. The plan would specify the actions to be taken by the principal and the timeframe for correction. The Assistant Superintendent may determine that additional assistance be provided to the principal and may work with the principal to revise/ rewrite the Professional Growth Plan. The plan would build in some intermediate step(s) for monitoring the principal's progress and for the principal to receive specific feedback within the timeframe of the plan. Any intermediate conferences would be documented on Form P-1. Confidentiality would be maintained within the bounds of statutes and regulations pertaining to the professional evaluation, and the corrective growth planning would not be discussed with members of the collegial team.

The Assistant Superintendent may use corrective growth documentation as evidence for the Major Summative or Interim Summative Evaluation. The goal of the Corrective Growth Planning process would be (a) to make the principal fully aware of the specific concern(s), (b) to set growth and performance goals within a reasonable timeframe for improvement, and (c) to provide reasonable support needed by the principal to attain the goal(s). Any final conference regarding the corrective growth process would be documented on Form P-1. If the Corrective Growth Plan is not attained, the Assistant Superintendent may revise and continue the corrective growth process or, may deem that due to serious lack of progress, the deficiency process should begin.

DEFICIENCY EVALUATION PROCESS

Purpose:
The Assistant Superintendent makes the decision to place a principal on the Deficiency Evaluation Process based on serious concerns about principal performance on one or more Administrator Standards. Decisions may be based on prior evaluations, prior disciplinary letters or reprimands, or on the principal's inability to make sufficient process in the Corrective Growth Planning phase after ample time and support. This process is the most stringent component in the evaluation process. The Deficiency Evaluation Process is strictly defined, highly prescriptive, and aims to provide growth and support to the principal, while setting clear expectations for substantial improvement in job performance over a 12-week deficiency period.

Process:
When the Assistant Superintendent determines that there is a serious discrepancy between the principal's performance and the evaluation criteria, JCPS policies, state procedures, or the job description, the Assistant Superintendent will initiate the deficiency process insuring that due process procedures will be followed throughout. The Assistant Superintendent and a School Liaison would have a conference with the principal to identify in writing the substandard performance. Significant deficiencies and suggested corrective action would be noted in writing. In compliance with 704 KAR 3:345, Form P-1 would be completed to document this conference.

The collegial support process would be superseded by the deficiency process. The Assistant Superintendent would assign two (2) qualified, professional staff members (at least one of whom has building level experience preferably at the same level) with evaluative authority to assist the principal during the deficiency period. Confidentiality would be maintained within the bounds of statutes and regulations pertaining to the professional evaluation.

The evaluators would conduct a conference with the principal within the first ten days of the deficiency evaluation period. During this conference, a process would be determined by the team to address the areas of concern as outlined in the deficiency. In compliance with 704 KAR 3:345, Form P-1 would be completed to document this conference. Later in the process, another conference would be conducted before recommendations are made to the Assistant Superintendent. The principal or the evaluators may request additional conferences between the initial conference and the final conference. Such requests would be honored and conferences would occur within five days of the request. All conferences would be documented on Form P-1.

The principal could retain membership on the collegial evaluation team to which originally assigned. It is expected that support for the principal during a deficiency evaluation could come from a collegial team or from sources of the principal's choosing. Reasonable support would be provided to the principal to improve in areas that are identified as deficient.

Summary evaluations and recommendations would be made by the evaluators within twelve weeks of the initial conference. Depending on the nature of the deficiency, recommendations may be for a resumption of the normal evaluation process, an extension of time for the deficiency process, or disciplinary action up to and including demotion or termination. The evaluation would be documented on Form P-3, Major Summative. Form P-3 would be completed in triplicate--one (1) form retained by the Assistant Superintendent, one (1) form to the principal, and one (1) form for inclusion in the personnel file.

APPEALS PROCESS

Purpose:
The Appeals Process serves to give a principal due process appeal (a) for evaluation decisions and (b) for the appropriate conducting of the evaluation process.

Process:
A principal may submit a written response to the Assistant Superintendent with a copy to the Director of Employee Relations within ten days of the receipt of an evaluation. The copy of the written response will be attached to the evaluation for inclusion in the personnel file. A response by an evaluator to these response(s) of an employee is not expected.

A principal may appeal an evaluation through the appropriate supervisory channels. All responses to appeals are to be in writing to the Assistant Superintendent with a copy to the Director of Employee Relations for attachment to the evaluation form.

During or as a result of the appeals process, an evaluation may be amended or a new evaluation written to replace the original. The Department of Education appeals procedure is available to those who assert that the evaluation system was improperly implemented.

PRINCIPAL JOB PERFORMANCE EVALUATION CRITERIA AND EVIDENCE

ADMINISTRATOR STANDARDS

Each of the six ISLLC Standards focuses on the principal as a leader who promotes the success of all students. These standards connect the work of principals to more effective organizational performance and student learning outcomes. Standards are defined in terms of knowledge, dispositions, and performances that are considered to be essential for effective school leadership. For the purpose of this evaluation, the Standards and Performances will be the criteria to judge principal performance.

The Standards were created in 1996 by the Interstate School Leaders Licensure Consortium (ISLLC), working in collaboration with national professional organizations such as the National Association of Secondary School Principals (NASSP), the National Association of Elementary School Principals (NAESP), and the Chief Council of States School Officers (CCSSO). These Standards were adopted by Kentucky in 1997 as Standards to be used for administrator evaluation, as criteria for the Kentucky Principal Intern Program, and for the basis of principal certification testing (School Leaders Licensure Assessment/ SLLA).

The Standards were designed based on these framing principles:

Standards should reflect the centrality of student learning.

Standards should acknowledge the changing role of school leadership.

Standards should recognize the collaborative nature of school leadership.

Standards should be high, upgrading the quality of the profession.

Standards should inform performance-based systems of assessment and evaluation for school leaders.

Standards should be integrated and coherent.

Standards should be predicated on the concepts of access, opportunity, and empowerment for all members of the school community.

Kentucky Administrator Standards
ISLLC Standards

Standard 1: A school administrator is an educational leader who promotes the success of all students by acilitating the development, articulation, implementation, and stewardship of **a vision of learning** that is shared and supported by the school community.

Knowledge

The administrator has knowledge and understanding of:

* learning goals in a pluralistic society
* the principles of developing and implementing strategic plans
* systems theory
* information sources, data collection, and data analysis strategies
* effective communication
* effective consensus-building and negotiation skills

Dispositions

The administrator believes in, values, and is committed to:

* the educability of all
* a school vision of high standards of learning
* continuous school improvement
* the inclusion of all members of the school community
* ensuring that students have the knowledge, skills, and values needed to become successful adults
* a willingness to continuously examine one's own assumptions, beliefs, and practices
* doing the work required for high levels of personal and organization performance

Performances

The administrator facilitates processes and engages in activities ensuring that:

* the vision and mission of the school are effectively communicated to staff, parents, students, and community members
* the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
* the core beliefs of the school vision are modeled for all stakeholders
* the vision is developed with and among stakeholders
* the contributions of school community members to the realization of the vision are recognized and celebrated
* progress toward the vision and mission is communicated to all stakeholders
* the school community is involved in school improvement efforts
* the vision shapes the educational programs, plans, and actions
* an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
* assessment data related to student learning are used to develop the school vision and goals
* relevant demographic data pertaining to students and their families are used in developing the school mission and goals
* barriers to achieving the vision are identified, clarified, and addressed
* needed resources are sought and obtained to support the implementation of the school mission and goals
* existing resources are used in support of the school vision and goals
* the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

Standard 2: A school administrator is an educational leader who 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.**

Knowledge

The administrator has knowledge and understanding of:
*student growth and development
* applied learning theories
* applied motivational theories
* curriculum design, implementation, evaluation, and refinement
* principles of effective instruction
* measurement, evaluation, and assessment strategies
* diversity and its meaning for educational programs
* adult learning and professional development models
* the change process for systems, organizations, and individuals
* the role of technology in promoting student learning and professional growth
* school cultures

Dispositions

The administrator believes in, values, and is committed to:
* student learning as the fundamental purpose of schooling
* the proposition that all students can learn
* the variety of ways in which students can learn
* life long learning for self and others
* professional development as an integral part of school improvement
* the benefits that diversity brings to the school community
* a safe and supportive learning environment
* preparing students to be contributing members of society

Performances

The administrator facilitates processes and engages in activities ensuring that:
* all individuals are treated with fairness, dignity, and respect
* professional development promotes a focus on student learning consistent with the school vision and goals
* students and staff feel valued and important
* the responsibilities and contributions of each individual are acknowledged
* barriers to student learning are identified, clarified, and addressed
* diversity is considered in developing learning experiences
* life long learning is encouraged and modeled
* there is a culture of high expectations for self, student, and staff performance
* technologies are used in teaching and learning
* student and staff accomplishments are recognized and celebrated
* multiple opportunities to learn are available to all students
* the school is organized and aligned for success
* curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
* curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
* the school culture and climate are assessed on a regular basis
* a variety of sources of information is used to make decisions
* student learning is assessed using a variety of techniques
* multiple sources of information regarding performance are used by staff and students
* a variety of supervisory and evaluation models is employed
* pupil personnel programs are developed to meet the needs of students and their families

Standard 3: A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

Knowledge

The administrator has knowledge and understanding of:
*theories and models of organizations and the principles of organizational development
* operational procedures at the school and district level
* principles and issues relating to school safety and security
* human resources management and development
* principles and issues relating to fiscal operations of school management
* principles and issues relating to school facilities and use of space
* legal issues impacting school operations
* current technologies that support management functions

Dispositions

The administrator believes in, values, and is committed to:
* making management decisions to enhance learning and teaching
* taking risks to improve schools
* trusting people and their judgments
* accepting responsibility
* high-quality standards, expectations, and performances
* involving stakeholders in management processes
* a safe environment

Performances

The administrator facilitates processes and engages in activities ensuring that:
* knowledge of learning, teaching, and student development is used to inform management decisions
* operational procedures are designed and managed to maximize opportunities for successful learning
* emerging trends are recognized, studied, and applied as appropriate
* operational plans and procedures to achieve the vision and goals of the school are in place
* collective bargaining and other contractual agreements related to the school are effectively managed
* the school plant, equipment, and support systems operate safely, efficiently, and effectively
* time is managed to maximize attainment of organizational goals
* potential problems and opportunities are identified
* problems are confronted and resolved in a timely manner
* financial, human, and material resources are aligned to the goals of schools
* the school acts entrepreneurally to support continuous improvement
* organizational systems are regularly monitored and modified as needed
* stakeholders are involved in decisions affecting schools
* responsibility is shared to maximize ownership and accountability
* effective problem-framing and problem-solving skills are used
* effective conflict resolution skills are used
* effective group-process and consensus-building skills are used
* effective communication skills are used
* a safe, clean, and aesthetically pleasing school environment is created and maintained
* human resource functions support the attainment of school goals
* confidentiality and privacy of school records are maintained

Standard 4: A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Knowledge

The administrator has knowledge and understanding of:
*emerging issues and trends that potentially impact the school community
* the conditions and dynamics of the diverse school community
* community resources
* community relations and marketing strategies and processes
* successful models of school, family, business, community, government and higher education partnerships

Dispositions

The administrator believes in, values, and is committed to:
*schools operating as an integral part of the larger community
* collaboration and communication with families
* involvement of families and other stakeholders in school decision-making processes
* the proposition that diversity enriches the school
* families as partners in the education of their children
* the proposition that families have the best interests of their children in mind
* resources of the family and community needing to be brought to bear on the education of students
* an informed public

Performances

The administrator facilitates processes and engages in activities ensuring that:
* high visibility, active involvement, and communication with the larger community is a priority
* relationships with community leaders are identified and nurtured
* information about family and community concerns, expectations, and needs is used regularly
* there is outreach to different business, religious, political, and service agencies and organizations
* credence is given to individuals and groups whose values and opinions may conflict
* the school and community serve one another as resources
* available community resources are secured to help the school solve problems and achieve goals
* partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
* community youth family services are integrated with school programs
* community stakeholders are treated equitably
* diversity is recognized and valued
* effective media relations are developed and maintained
* a comprehensive program of community relations is established
* public resources and funds are used appropriately and wisely
* community collaboration is modeled for staff
* opportunities for staff to develop collaborative skills are provided

Standard 5: A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**

Knowledge

The administrator has knowledge and understanding of:
* the purpose of education and the role of leadership in modern society
* various ethical frameworks and perspectives on ethics
* the values of the diverse school community
* professional codes of ethics
* the philosophy and history of education

Dispositions

The administrator believes in, values, and is committed to:
* the ideal of the common good
* the principles in the Bill of Rights
* the right of every student to a free, quality education
* bringing ethical principles to the decision-making process
* subordinating one's own interest to the good of the school community
* accepting the consequences for upholding one's principles and actions
* using the influence of one's office constructively and productively in the service of all students and their families
* development of a caring school community

Performances

The administrator:
* examines personal and professional values
* demonstrates a personal and professional code of ethics
* demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
* serves as a role model
* accepts responsibility for school operations
* considers the impact of one's administrative practices on others
* uses the influence of the office to enhance the educational program rather than for personal gain
* treats people fairly, equitably, and with dignity and respect
* protects the rights and confidentiality of students and staff
* demonstrates appreciation for and sensitivity to the diversity in the school community
* recognizes and respects the legitimate authority of others
* examines and considers the prevailing values of the diverse school community
* expects that others in the school community will demonstrate integrity and exercise ethical behavior
* opens the school to public scrutiny
* fulfills legal and contractual obligations
* applies laws and procedures fairly, wisely, and considerately

Standard 6: A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

Knowledge

The administrator has knowledge and understanding of:
* principles of representative governance that undergird the system of American schools
* the role of public education in developing and renewing a democratic society and an economically productive nation
* the law as related to education and schooling
* the political, social, cultural and economic systems and processes that impact schools
* models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
* global issues and forces affecting teaching and learning
* the dynamics of policy development and advocacy under our democratic political system
* the importance of diversity and equity in a democratic society

Dispositions

The administrator believes in, values, and is committed to:
* education as a key to opportunity and social mobility
* recognizing a variety of ideas, values, and cultures
* importance of a continuing dialogue with other decision makers affecting education
* actively participating in the political and policy-making context in the service of education
* using legal systems to protect student rights and improve student opportunities

Performances

The administrator facilitates processes and engages in activities ensuring that:
* the environment in which schools operate is influenced on behalf of students and their families
* communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
* there is ongoing dialogue with representatives of diverse community groups
* the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
* public policy is shaped to provide quality education for students
* lines of communication are developed with decision makers outside the school community

PROFESSIONAL PORTFOLIO

Definition and Purpose:
The required portfolio is a concise, yet carefully selected collection of examples of a principal's work related to the six Administrator Standards. This required portfolio serves as a supplemental data source for the principal evaluation process on the agreed upon criteria and also serves as a self-assessment tool to guide the principal in making professional development decisions. The portfolio would be updated regularly during the Summative Evaluation year. Portfolio evidence would be reviewed at least twice annually by the evaluator and once by the collegial team during the Major Summative Evaluation.

Contents:
The portfolio would have a separate section for each Standard and would also include an updated copy of the Professional Growth Plan. Sections would contain entries labeled to reference the specific performances under each Standard. The portfolio would be organized into a single binder notebook for easy review or may utilize an alternate format approved by the Assistant Superintendent. Entries should be concise, yet clear and thorough. Principals would only show a representation of entries across the ISLLC Standards and would not try to address all Performances. *A few well-selected entries that reflect the principal's best work in each standard would be most appropriate.* Typically, portfolio entries would consist only of those kinds of activities that an evaluator would not see by visiting the principal's school.

SUGGESTED PORTFOLIO ENTRIES MAY INCLUDE,BUT ARE NOT LIMITED TO:

- Copy of School Consolidated Plan and the principal's rationale of how it focuses on students.
- Samples of communications with teachers, parents, media and central office personnel.
- Documentation of involvement with internal and external communications with teachers, parents, media and central office (embedded within these communications should be efforts to communicate with diverse groups).
- A demonstration of the principal's professional involvement.
- Copy of budget and the principal's rationale of how it focuses on students.
- Evidence of involvement with the overall management of the school (e.g., plant management, extended school services, family resource and youth service centers and school councils).
- A reflective piece chronicling the principal's vision of his/her learning community that focuses on how children learn, how to develop staff and how to involve parents.

JOB TITLE	DIVISION	REPORTS TO
ELEMENTARY SCHOOL PRINCIPAL	DISTRICTWIDE INSTRUCTIONAL PROGRAMS	ASSISTANT SUPERINTENDENT DISTRICTWIDE INSTRUCTIONAL PROGRAMS (ELEMENTARY SCHOOL)
SALARY SCHEDULE & GRADE	LENGTH OF WORK YEAR	DATE
IV, GRADE 13	220 DAYS	MARCH 25, 1996

SCOPE OF RESPONSIBILITIES

Assumes responsibility for planning, implementing, supervising, and maintaining the educational program and is directly or indirectly responsible for attainment of the district's educational goals. The scope is determined by the size of the school, the characteristics of the students, the activity program mandated by student needs, and community expectations.

PERFORMANCE RESPONSIBILITIES

1. Serve as the instructional leader and guides, facilitates, and supports the curriculum, instruction, and assessment.
2. Apply concepts of curriculum, research, theory, and design to achieve academic expectations.
3. Promote multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation.
4. Assess needs of the student population and available resources and uses this information to align mission of the school with student needs.
5. Allocate and manage resources (staff, materials, dollars and time) to effectively and accountably ensure successful student learning.
6. Supervise and evaluate all personnel assigned to the school.
7. Administer and supervise the maintenance of the physical facilities.
8. Provide liaison with students, parents, staff, parent groups, community agencies and promote positive public and school-community relations.
9. Enforce appropriate state and federal regulations, School Board policies, administrative directives, and accreditation standards.
10. Manages and maintains appropriate records for all local school fiscal affairs in accordance with state and systemwide accounting practices.
11. Provide leadership to the school based decision-making council and related committees.
12. Provide leadership to parent organizations related to all school programs.
13. Provide leadership for the planning, management and supervision of the extra-curricular programs.
14. Performs other duties as assigned by the Assistant Superintendent Districtwide Instructional Programs (Elementary School).

PHYSICAL DEMANDS

The work is primarily sedentary. At times it requires the ability to communicate effectively using speech, vision and hearing. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, reaching, with the ability to lift, carry, push or pull medium weights. The work requires activities involving driving automotive equipment.

MINIMUM QUALIFICATIONS

1. Master's Degree with Kentucky Certification in Administration and Supervision on level of assignment (Principal Certification)
2. Three (3) years successful teaching[1] experience

DESIRABLE QUALIFICATIONS

1. Rank I with Kentucky Certification in Administration and Supervision on level of assignment (Principal Certification)
2. Experience with/working knowledge of current school programs and procedures
3. Demonstrated ability to work with various groups including those with diversified background

[1] As defined in KRS 161.220 and KRS 161.720

JOB TITLE	DIVISION	REPORTS TO
MIDDLE SCHOOL PRINCIPAL	DISTRICTWIDE INSTRUCTIONAL PROGRAMS	ASSISTANT SUPERINTENDENT DISTRICTWIDE INSTRUCTIONAL PROGRAMS (MIDDLE SCHOOL)
SALARY SCHEDULE & GRADE	LENGTH OF WORK YEAR	DATE
IV, GRADE 13	220 DAYS	MARCH 25, 1996

SCOPE OF RESPONSIBILITIES

Assumes responsibility for planning, implementing, supervising, and maintaining the educational program and is directly or indirectly responsible for attainment of the district's educational goals. The scope is determined by the size of the school, the characteristics of the students, the activity program mandated by student needs, and community expectations.

PERFORMANCE RESPONSIBILITIES

1. Serve as the instructional leader and guides, facilitates, and supports the curriculum, instruction, and assessment.
2. Apply concepts of curriculum, research, theory, and design to achieve academic expectations.
3. Promote multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation.
4. Assess needs of the student population and available resources and uses this information to align mission of the school with student needs.
5. Allocate and manage resources (staff, materials, dollars and time) to effectively and accountably ensure successful student learning.
6. Supervise and evaluate all personnel assigned to the school.
7. Administer and supervise the maintenance of the physical facilities.
8. Provide liaison with students, parents, staff, parent groups, community agencies and promote positive public and school-community relations.
9. Enforce appropriate state and federal regulations, School Board policies, administrative directives, and accreditation standards.
10. Manages and maintains appropriate records for all local school fiscal affairs in accordance with state and systemwide accounting practices.
11. Provide leadership to the school based decision-making council and related committees.
12. Provide leadership to parent organizations related to all school programs.
13. Provide leadership for the planning, management and supervision of the extra-curricular programs.
14. Performs other duties as assigned by the Assistant Superintendent Districtwide Instructional Programs (Middle School).

PHYSICAL DEMANDS

The work is primarily sedentary. At times it requires the ability to communicate effectively using speech, vision and hearing. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, reaching, with the ability to lift, carry, push or pull medium weights. The work requires activities involving driving automotive equipment.

MINIMUM QUALIFICATIONS

1. Master's Degree with Kentucky Certification in Administration and Supervision on level of assignment (Principal Certification)
2. Three (3) years successful teaching[1] experience

DESIRABLE QUALIFICATIONS

1. Rank I with Kentucky Certification in Administration and Supervision on level of assignment (Principal Certification)
2. Successful experience as an assistant Principal
3. Experience with/working knowledge of current school programs and procedures
4. Demonstrated ability to work with various groups including those with diversified background

[1] As defined in KRS 161.220 and KRS 161.720

JOB TITLE	DIVISION	REPORTS TO
SECONDARY SCHOOL PRINCIPAL	DISTRICTWIDE INSTRUCTIONAL PROGRAMS	ASSISTANT SUPERINTENDENT DISTRICTWIDE INSTRUCTIONAL PROGRAMS (HIGH SCHOOL)
SALARY SCHEDULE & GRADE	**LENGTH OF WORK YEAR**	**DATE**
IV, GRADE 14	260 DAYS	MARCH 25, 1996

SCOPE OF RESPONSIBILITIES

Assumes responsibility for planning, implementing, supervising, and maintaining the educational program and is directly or indirectly responsible for attainment of the district's state educational goals. The scope is determined by the size of the school, the characteristics of the students, the activity program mandated by student needs, and community expectations which frequently contribute to extended duty hours.

PERFORMANCE RESPONSIBILITIES

1. Serve as the instructional leader and guides, facilitates, and supports the curriculum, instruction, and assessment.
2. Apply concepts of curriculum, research, theory, and design to achieve academic expectations.
3. Promote multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation.
4. Assess needs of the student population and available resources and uses this information to align mission of the school with student needs.
5. Allocate and manage resources (staff, materials, dollars and time) to effectively and accountably ensure successful student learning.
6. Supervise and evaluate all personnel assigned to the school.
7. Administer and supervise the maintenance of the physical facilities.
8. Provide liaison with students, parents, staff, parent groups, community agencies and promote positive public and school-community relations.
9. Enforce appropriate state and federal regulations, School Board policies, administrative directives, and accreditation standards.
10. Manages and maintains appropriate records for all local school fiscal affairs in accordance with state and systemwide accounting practices.
11. Provide leadership to the school based decision-making council and related committees.
12. Provide leadership to parent organizations related to academic, athletic, and magnet programs.
13. Provide leadership for the planning, management and supervision of the board program of athletics.
14. Provide leadership for the planning, management and supervision of an extensive extra-curricular program.
15. Provide leadership and direction of guidance programs.
16. Performs other duties as assigned by the Assistant Superintendent Districtwide Instructional Programs (High School).

PHYSICAL DEMANDS

The work is primarily sedentary. At times it requires the ability to communicate effectively using speech, vision and hearing. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, reaching, with the ability to lift, carry, push or pull medium weights. The work requires activities involving driving automotive equipment.

MINIMUM QUALIFICATIONS

1. Master's Degree with Kentucky Certification in Administration and Supervision on level of assignment (Principal Certification)
2. Three (3) years successful teaching[1] experience

DESIRABLE QUALIFICATIONS

1. Rank I with Kentucky Certification in Administration and Supervision on level of assignment (Principal Certification)
2. Successful experience as an assistant Principal
3. Experience with/working knowledge of current school programs and procedures
4. Demonstrated ability to work with various groups including those with diversified background

[1] As defined in KRS 161.220 and KRS 161.720

_____Initial Evaluation Conference Meeting
_____Formative Evaluation Conference
_____Corrective Growth Plannning Conference
_____Significant Deficiencies Conference
_____Other Conference

FORMATIVE EVALUATION
Form P-1

PERFORMANCE EVALUATION
OBSERVATION AND CONFERENCE SUMMARY
JEFFERSON COUNTY PUBLIC SCHOOLS

NAME _____ SCHOOL/LOCATION _____
SS# _____ JOB ASSIGNMENT _____
DATE OF OBSERVATION(S) _____ DATE OF CONFERENCE _____

A conference was held to discuss job performance expectations, Administrator Standards and Performances, evaluation criteria, forms and procedures, growth planning and/or observation(s) of job performance. In the initial conference meeting, provide information about the targeted Performance areas under each Standard to be used for the evaluation. The conference is summarized below: (Attach sheet as needed.)

_____ _____ _____ _____
DATE EVALUATOR DATE EMPLOYEE

Distribution: Personnel File
Supervisor
Employee

_____ _____
DATE ASST. SUPERINTENDENT

PRINCIPAL PROFESSIONAL GROWTH PLAN
JEFFERSON COUNTY PUBLIC SCHOOLS

GROWTH PLAN
P-2

Name_____ Position_____
Work Location_____ Date of Plan_____

Administrator Standards (Check Standard(s) and list Performance numbers as applicable for growth planning.)

_____Standard 1:Visionary Leader Performance Numbers: _____	_____Standard 2: Cultural and Instructional Leader Performance Numbers:_____
_____Standard 3:Effective Manager Performance Numbers:_____	_____Standard 4: Collaborative Leader Performance Numbers:_____
_____Standard 5: Fair and Ethical Leader Performance Numbers:_____	_____Standard 6: Political and Environmental Leader Performance Numbers:_____

Indicate present stage of development (Awareness, Preparation, Implementation, or Refinement) for each objective.

Learning/ Growth Objective:

Activities for Implementation with Target Date(s)

(Use additional page(s) as needed to record growth plans.)

Growth Progress Will Be Documented Through:

____Written Reflection _____Portfolio Evidence _____Observation ____Other:_____

Plan Developed	Review Year 1	Review Year 2	Final Status
This plan represents the Administrator Standards, my individual growth needs, and needs identified in meeting the school needs based on data.	___Achieved ___Revised/ Continued ___Another plan developed ___Corrective Growth specified by supervisor	___Achieved ___Revised/ Continued ___Another plan developed ___Corrective Growth specified by supervisor	___Achieved ___Revised/ Continued ___Another plan developed ___Corrective Growth specified by supervisor
_____ Administrator	_____ Administrator	_____ Administrator	_____ Administrator
_____ Evaluator	_____ Evaluator	_____ Evaluator	_____ Evaluator
_____ Date	_____ Date	_____ Date	_____ Date

(On Back of Growth Plan)

Kentucky Administrator Standards

Standard 1: A school administrator is an educational leader who 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 community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

PRINCIPAL JOB PERFORMANCE EVALUATION
MAJOR SUMMATIVE EVALUATION
JEFFERSON COUNTY PUBLIC SCHOOLS

NAME:_____ DATE: _____

SS#: _____ LOCATION NAME: _____

SUPERVISOR/ EVALUATOR_____

DATES OF OBSERVATIONS: _____

DATES OF CONFERENCES: _____

A. DESCRIPTION OF PERFORMANCE RATING

The evaluator will assess the employee's job performance on the Kentucky Administrator Standards and Performances using the scale below. A summary statement MUST be included to explain Standards assessed as (a) Inconsistently Meets Requirements or (b) Does Not Meet Requirements.

Ratings
Administrator Consistently Meets Job Performance Requirement- Administrator's work behavior enhances performance as a leader and meets criteria expected for the job. **Administrator Attempts to Meet Job Performance Requirement-** Administrator's work behavior is adequate, usually accomplishing the criteria expected for the job. Performance improvement may or may not be specified in Professional Growth Plan. **Administrator Inconsistently Meets Job Performance Requirement-** Administrator's work behavior may hinder performance as a leader. Evidence shows job performance that is less than the criteria expected and indicating a need for improvement. Performance improvement must be specified in Professional Growth Plan. **Administrator Does Not Meet Job Performance Requirement-** Administrator's work behavior significantly detracts from performance as a leader. Evidence shows performance that is substantially below expectations and indicates a need for improvement. Performance improvement must be specified in Professional Growth Plan.

B. EVALUATION CRITERIA- ADMINISTRATOR STANDARDS AND PERFORMANCES

(Circle the Performance numbers to indicate the agreed upon evaluation criteria as outlined in the Initial Planning phase of the evaluation.) * Indicates alignment of Administrator Performances with Kentucky Scholastic Indicators for School Improvement.

Visionary Leader

Standard 1: A school administrator is an educational leader who 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 community.

Administrator Performances- The administrator:	**Consistently Meets-** Behavior that enhances performance as a leader.	**Attempts to Meet-** Behavior that is adequate, usually accomplishing objectives.	**Inconsistently Meets-** Behavior that may hinder performance as a leader.	**Does Not Meet-** Behavior significantly detracts from performance as a leader.
P1.01- Communicates effectively the vision and mission of the school / district to staff, parents, students and community members*				
P1.02- Uses symbols, ceremonies, stories, and similar activities to communicate the vision and mission				
P1.03- Models core beliefs of the vision for all stakeholders				
P1.04- Develops the vision with and among stakeholders *				
P1.05- Recognizes and celebrates the contributions of school community members to the realization of the vision				
P1.06- Communicates to all stakeholders progress toward the vision and mission *				
P1.07- Involves the school community in school improvement efforts *				
P1.08- Shapes the educational programs, plans, and actions according to the vision *				
P1.09- Develops an implementation plan in which objectives and strategies to achieve the vision and goals are clearly articulated				
P1.10- Uses student assessment data to develop the school vision and goals *				
P1.11- Uses relevant student demographic data in developing the school mission/ goals *				
P1.12- Identifies, clarifies, and addresses barriers to achieving the vision				
P1.13- Seeks and obtains needed resources to support the implementation of the school vision and goals *				
P1.14- Uses existing resources in support of the school vision and goals *				
P1.15- Regularly monitors, evaluates, and revises the vision, mission, and implementation plans as appropriate. *				

Instructional Leader
Standard 2: A school administrator is an educational leader who 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.

Administrator Performances- The administrator:	**Meets-** Behavior that enhances performance as a leader.	**Attempts to Meet-** Behavior that is adequate, usually accomplishing objectives.	**Marginally Meets-** Behavior that may hinder performance as a leader.	**Does Not Meet-** Behavior significantly detracts from performance as a leader.
P2.01- Treats all individuals with fairness, dignity, and respect				
P2.02- Promotes professional development that focuses on student learning consistent with the school vision and goals *				
P2.03- Demonstrates value for students and staff				
P2.04- Acknowledges responsibilities and contributions of each individual				
P2.05- Identifies, clarifies, and addresses barriers to student learning *				
P2.06- Considers diversity in developing learning experiences				
P2.07- Encourages and models life-long learning *				
P2.08- Holds high expectations for self, student, and staff performance				
P2.09- Promotes use of technologies for teaching and learning				
P2.10- Recognizes and celebrates student and staff accomplishments				
P2.11- Promotes multiple opportunities to learn for all students				
P2.12- Organizes and aligns the school for success *				
P2.13- Designs, implements, evaluates, and refines curricular, co-curricular, and extra-curricular programs as appropriate. *				
P2.14- Bases curriculum decisions on research, expertise of teachers, and recommendations of learned societies *				
P2.15- Assesses the school culture and climate on a regular basis				
P2.16- Uses a variety of sources of information to make decisions				
P2.17- Assesses student learning using a variety of techniques				
P2.18- Works to ensure staff and students use multiple sources of performance information				
P2.19- Employs a variety of supervisory and evaluation models *				
P2.20- Ensures the development of pupil personnel programs to meet the needs of students and families *				

School Manager
Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Administrator Performances- The administrator:	**Meets-** Behavior that enhances performance as a leader.	**Attempts to Meet-** Behavior that is adequate, usually accomplishing objectives.	**Marginally Meets-** Behavior that may hinder performance as a leader.	**Does Not Meet-** Behavior significantly detracts from performance as a leader.
P3.01- Uses knowledge of learning, teaching, and student development to inform management decisions				
P3.02- Designs and manages operational procedures to maximize opportunities for successful learning *				
P3.03- Recognizes, studies, and applies emerging trends as appropriate				
P3.04- Puts in place operational plans and procedures to achieve the vision and goals of the school *				
P3.05- Effectively manages collective bargaining and other contractual agreements related to the school				
P3.06- Ensures the safe, efficient, and effective operation of the school plant, equipment, and support systems *				
P3.07- Manages time to maximize attainment of organizational goals *				
P3.08- Identifies potential problems and opportunities				
P3.09- Confronts and resolves problems in a timely manner				
P3.10- Aligns financial, human, and material resources to the goals of schools *				
P3.11- Ensures that the school acts entrepreneurally to support continuous improvement				
P3.12- Regularly monitors and modifies organizational systems as needed				
P3.13- Involves stakeholders in decisions affecting the school *				
P3.14- Shares responsibility to maximize ownership and accountability				
P3.15- Uses effective problem-framing and problem-solving skills				
P3.16- Uses effective conflict resolution skills				
P3.17- Uses effective group-process and consensus-building skills				
P3.18- Uses effective communication skills				
P3.19- Creates and maintains safe, clean, and aesthetically pleasing school environment *				
P3.20- Uses human resource functions to support the attainment of school goals *				
P3.21- Maintains confidentiality and privacy of school records				

Collaborative Leader
Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Administrator Performances- The administrator:	**Meets-** Behavior that enhances performance as a leader.	**Attempts to Meet-** Behavior that is adequate, usually accomplishing objectives.	**Marginally Meets-** Behavior that may hinder performance as a leader.	**Does Not Meet-** Behavior significantly detracts from performance as a leader.
P4.01- Maintains high visibility, active involvement, and communication with the larger community				
P4.02- Identifies and nurtures relationships with community leaders				
P4.03- Regularly uses information about family and community concerns, expectations, and needs				
P4.04- Provides outreach to different business, religious, political, and service agencies and organizations				
P4.05- Gives credence to individuals and groups whose values and opinions may conflict *				
P4.06- Ensures that the school and community serve one another as resources				
P4.07- Secures available community resources to help the school solve problems and achieve als				
.+.08- Establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals				
P 4.09- Works to integrate community youth family services with school programs				
P4.10- Treats community stakeholders equitably				
P4.11- Recognizes and values diversity				
P4.12- Develops and maintains effective media relations				
P4.13- Establishes a comprehensive program of community relations				
P4.14- Uses public resources and funds appropriately and wisely				
P4.15- Models community collaboration for staff				
P4.16- Provides opportunities for staff to develop collaborative skills				

Ethical Leader
Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Administrator Performances- The administrator:	**Meets-** Behavior that enhances performance as a leader.	**Attempts to Meet-** Behavior that is adequate, usually accomplishing objectives.	**Marginally Meets-** Behavior that may hinder performance as a leader.	**Does Not Meet-** Behavior significantly detracts from performance as a leader.
P5.01- Examines personal and professional values				
P5.02- Demonstrates a personal and professional code of ethics Adheres to the professional code of ethics for Kentucky school personnel as outlined in 704 KAR 20:680.				
P5.03- Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance				
P5.04- Serves as a role model				
P5.05- Accepts responsibility for school operations				
P5.06- Considers the impact of one's administrative practices on others				
P5.07- Uses the influence of the office to enhance the educational program rather than for personal gain				
P5.08- Treats people fairly, equitably, and with dignity and respect				
P5.09- Protects the rights and confidentiality of students and staff				
P5.10- Demonstrates appreciation for and sensitivity to the diversity in the school community				
P5.11- Recognizes and respects the legitimate authority of others				
P5.12- Examines and considers the prevailing values of the diverse school community				
P5.13- Expects that others in the school community will demonstrate integrity and exercise ethical behavior				
P5.14- Opens the school to public scrutiny				
P5.15- Fulfills legal and contractual obligations				
P5.16- Applies laws and procedures fairly, wisely, and considerately				

Political and Environmental Leader
Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Administrator Performances- The administrator:	**Meets-** Behavior that enhances performance as a leader.	**Attempts to Meet-** Behavior that is adequate, usually accomplishing objectives.	**Marginally Meets-** Behavior that may hinder performance as a leader.	**Does Not Meet-** Behavior significantly detracts from performance as a leader.
P6.01- Influences the environment in which schools operate on behalf of students and families				
P6.02- Communicates with school community concerning trends, issues, and potential changes in the environment in which schools operate				
P6.03- Dialogues with representatives of diverse community groups				
P6.04- Operates the school community within the framework of policies, laws, and regulations enacted by local, state, and federal authorities				
P6.05- Helps to shape public policy to provide quality education for students				
P6.06- Develops lines of communication with decision makers outside the school community				

Summative Evaluation Ratings on Performance Criteria *(check)*

Administrator Standards	**CONSISTENTLY MEETS**	**ATTEMPTS TO MEET**	**INCONSISTENTLY MEETS**	**DOES NOT MEET**
1. Visionary Leader				
2. Instructional Leader				
3. School Manager				
4. Collaborative Leader				
5. Ethical Leader				
6. Political and Environmental Leader				

Evaluator's Summary Comments:

Suggestions for Growth:

Commendation: (optional)

C. PROFESSIONAL GROWTH PLAN (Attach Copy to this Summative Report)

The Professional Growth Plan addressing the ISLLC Standards and Performances of:

_____

_____

has been ( ) Achieved ( ) Revised ( ) Continued.

D. RESPONSE

The administrator being evaluated may respond to any part of the evaluation in the space provided below and should initial the response.

We hereby acknowledge that a conference has been conducted, the evaluation discussed, and a copy has been provided to the principal whose signature does not indicate necessarily agreement with the content. In the event the principal disagrees with this evaluation, a letter expressing the nature of disagreement may be submitted to the Director of Employee Relations within ten working days of receipt of evaluation with a copy to the evaluator. An evaluation may also be appealed to the next appropriate supervisor.

_____ _____

Principal Date

_____ _____

Evaluator Date

_____ _____

Assistant Superintendent Date

Distribution: Personnel File
Assistant Superintendent
Principal

PRINCIPAL JOB PERFORMANCE EVALUATION
INTERIM SUMMATIVE EVALUATION
JEFFERSON COUNTY PUBLIC SCHOOLS

NAME:_____ SCHOOL/LOCATION:_____
S.S.#: _____ YRS. OF SERVICE: _____
DATE:_____ DATE(S) OF OBSERVATION(S):_____

A. NARRATIVE COMMENT BY EVALUATOR

Following observation(s), the evaluator will make narrative comment on the performance of the principal based upon the agreed upon Standards and Performances.

B. PROFESSIONAL GROWTH PLAN **(Attach Copy to this Summative Report)**

The Professional Growth Plan addressing the ISLLC Standards and Performances of:

_____

_____

has been ( ) Achieved ( ) Revised ( ) Continued.

C. OPTIONAL COMMENTS BY EVALUATOR AND/OR PRINCIPAL:

Optional comments may be written below or may be attached to this form provided the evaluator and principal have initialed all additional pages.

D. VERIFICATION OF COMPLETION

This evaluation has been discussed with me: ( ) YES ( ) NO

The principal may submit a written response within ten (10) days to be sent to Director of Employee Services for inclusion in the principal's personnel file with a copy to the evaluator.

_____	_____	_____	_____
DATE	PRINCIPAL	DATE	EVALUATOR

Distribution: Personnel File
Assistant Superintendent
Principal

COLLEGIAL SUPPORT COMMITTEE REVIEW VERIFICATION FORM

200__- 200__ EVALUATION PERIOD

JEFFERSON COUNTY PUBLIC SCHOOLS

re: _____
Principal

_____
School/Location

This will confirm that to the best of our knowledge and in our professional opinion, the 200__- 200__ growth plan and the evaluation criteria were reviewed with the principal during our collegial conference.

Collegial Support Committee:

_____ _____
Signature of Evaluator Date

_____ _____
Signature of Team Member Date

_____ _____
Signature of Team Member Date

_____ _____
Signature of Team Member Date

MAY 6, 2002

TO: BOARD OF EDUCATION
JEFFERSON COUNTY PUBLIC SCHOOL DISTRICT

FROM: STEPHEN W. DAESCHNER
SUPERINTENDENT

SUBJECT: PRINCIPAL AND TEACHER PERFORMANCE EVALUATION PLANS

RECOMMENDATION: I recommend that the Board of Education approve the Principal and Teacher Performance Evaluation Plans.

RATIONALE: The Teacher Evaluation Plan now includes a checklist for the evaluation of the Teacher Performance Criteria/Indicators. The evaluator has the option of preparing a narrative for indicators evaluated as consistently meets. All other indicators require a narrative explanation to support the rating.

The Principal Evaluation Plan involves changes related to both the criteria for evaluating principals and the process for conducting the evaluation. The evaluation criterion uses the Interstate School Leaders Licensure Standards (ISLLC). These research-based standards have been adopted throughout the nation and by Kentucky. Additional changes include: discontinuation of peer principals in the summative evaluation process, a required portfolio, and a corrective growth process that may occur prior to the implementation of the deficiency evaluation process.

A joint committee of administrators and teachers reviewed the Teacher Performance Evaluation Plans to ensure that they comply with all statutory requirements. The teachers were nominated by JCTA. A committee of administrators including principals from each level reviewed the Principal Evaluation Plan and sought input from their colleagues.

Once the evaluation plans have been approved by the Board of Education, they will be submitted to the Kentucky Department of Education for their approval.

SWD:WSE:csm

Attachments

JEFFERSON COUNTY PUBLIC SCHOOLS

Teacher Performance Evaluation
Instructions

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER
OFFERING EQUAL EDUCATIONAL OPPORTUNITIES

~~7/01~~ **05/02**

CONTENTS

TEACHER PERFORMANCE EVALUATION

The work performance of all non-tenured teachers is to be evaluated annually by appropriate administrative personnel according to the instructions below and the requirements of the JCBE-JCTA Agreement. The work performance of all tenured teachers is to be evaluated at least every three (3) years. The major purposes of the evaluation process are recognition and improvement of job performance.

General Instructions for Teacher Evaluation

1. Both tenured and non-tenured teachers are documented using Form D:
   a. Each tenured teacher is to be evaluated at least once every three years using the Comprehensive Teacher Performance Evaluation (Form D) including when significant deficiencies in teacher work performance are observed.
   b. Each non-tenured contract teacher is to be evaluated annually using the Comprehensive Teacher Performance Evaluation (Form D).
2. No later than the end of the first month of each year, a pre-observation conference is to be held with each teacher to discuss job expectations and applicable evaluation criteria, forms and procedures. This requirement may be satisfied in either a group format (faculty/team meeting) or in an individual conference format. An individual pre-observation conference is to be summarized on a Formative Evaluation Form E-2. A meeting agenda which includes a notation regarding discussion of Teacher Evaluation will satisfy documentation of a group format.
3. Performance evaluations are to be conducted in such a manner as to allow a reasonable amount of time for deficiencies to be corrected before completing the Summative Evaluation Form.
4. All monitoring or observation of work performance of a teacher is to be conducted openly and with the full knowledge of the teacher.
5. The teacher is to be notified in advance of the time and date of one (1) observation for evaluative purposes.
6. Observations by the evaluator are required prior to the summative evaluation of a teacher's work performance. Although more than one (1) observation/conference is recommended, principals/supervisors must observe the performance of a tenured teacher at least one (1) time and provide feedback on that observation in a conference. Multiple observations are required for all non-tenured teachers and those undergoing the deficiency process.
7. In a conference held to discuss an observation, the evaluator is to acknowledge both ~~the strengths as well as the~~ deficiencies of the teacher and is to note all data used to support the conclusions reached. The conference is to be summarized on the Formative Evaluation Form E-2.
8. The evaluator is to provide/suggest materials, staff resources, ideas designed to assist the teacher to improve and is to make a fair and objective effort to determine whether deficiencies have been corrected.
9. A Professional Growth Plan (a plan for personal professional growth related to the assignment or to characteristics of effective teaching and the criteria for assessing the degree to which progress is made), which the teacher has helped develop, is to be established for each teacher during the year. The most effective time to establish the Professional Growth Plan is during the first formative observation conference. However, a Professional Growth Plan may also be discussed during the summative evaluation conference in the spring with a review and finalization occurring in the early part of the next school year. This is especially appropriate if it is necessary to begin the process prior to the beginning of the next school year.
10. The Professional Growth Plan shall be aligned with specific goals and objectives of the school improvement plan or the district improvement plan. The evaluative criteria or characteristic of effective teaching in which growth is desired, the specific performance objective/desired outcome, the procedures/strategies for reaching the objective, the method for appraising when the objective is reached, and the timelines/target dates for reaching the objective or parts of the objective are to be clearly stated in narrative style on a Formative Evaluation Form E-2.
11. All summative evaluations are to be in narrative style **for any teacher standard rating that is marked "adequately meets", "inconsistently meets", or "does not meet". A narrative style may be used for "consistently meets" at the option of the evaluator.**
12. The evaluator is to comment on the performance of professional responsibilities including professional leadership, knowledge of content, planning instruction, learning climate, instruction, assessment and communication, teacher/learning, collaboration, professional development, and professional responsibilities.
13. The Professional Growth Plan section on summative form D is to be completed by noting the specific performance objective established as the desirable outcome of the Plan and by checking the appropriate box regarding whether the current year's Professional Growth Plan was achieved, was revised, or is to continue for the next year. The "not applicable" box on Form D is to be checked ONLY when appropriate as a result of the significant deficiency process.

14. The teacher may request observations by another teacher trained in the teacher's content area or by a curriculum content specialist. The selection of the observer shall, if possible, be determined through mutual agreement by the evaluator and the evaluatee. The teacher who exercises this option must do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and the evaluatee have not agreed upon the selection of the observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.
15. A conference is to be held to discuss the summative evaluation when it is received by the teacher. Evaluations must be completed by no later than April 15 and submitted to the employees by no later than May 1, except for those employees who have been identified as having significant deficiencies.
16. Summative evaluation forms are to be completed in triplicate--one (1) form retained by the evaluator, one (1) form to the teacher, and one (1) form for inclusion in the personnel file forwarded with supporting documentation first to the appropriate department head for review.
17. When significant deficiencies (those which could be grounds for the non-renewal or termination of a teacher's contract) in work performance are observed, the General Instructions are to be followed, and
    a. the appropriate department head and the Director of Employee Relations are to be consulted for further instructions, and
    b. the instructions and forms for noting significant deficiencies are to be used.

JEFFERSON COUNTY PUBLIC SCHOOLS
TEACHER PERFORMANCE CRITERIA/INDICATORS

STANDARD 1: DEMONSTRATES PROFESSIONAL LEADERSHIP

1.1 Builds positive relationships within and between school and community.
1.2 Promotes leadership potential in colleagues.
1.3 Participates in professional organizations and activities.
1.4 Writes and speaks effectively.
1.5 Contributes to the professional knowledge and expertise about teaching and learning.
1.6 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.

STANDARD 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) to be taught.
2.3 Demonstrates a general knowledge that allows for integration of ideas and information across disciplines.
2.4 Demonstrates 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 to reflect 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.
2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

STANDARD 3: DESIGNS AND PLANS INSTRUCTION

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.

STANDARD 4: CREATES AND MAINTAINS LEARNING CLIMATE

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.

STANDARD 5: IMPLEMENTS AND MANAGES INSTRUCTION

5.1 Communicates specific goals and high expectations for learning.
5.2 Connects learning with students' 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.

STANDARD 6: ASSESSES AND COMMUNICATES

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 programs, using technologies as appropriate.
6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

STANDARD 7: REFLECTS/EVALUATES TEACHING/LEARNING

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.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

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., timelines 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.

STANDARD 9: ENGAGES IN PROFESSIONAL DEVELOPMENT

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

STANDARD 10: PERFORMS PROFESSIONAL RESPONSIBILITIES AND DUTIES

10.1 Performs professional responsibilities and duties as outlined in the job description.
10.2 Includes regular attendance and punctuality in the performance of professional responsibilities and duties.
10.3 Adheres to the professional code of ethics for Kentucky school certified personnel as outlined in 704 KAR 20:680.

CHECK APPROPRIATE ITEM

Formative Evaluation
Form E-2

_____ PRE-OBSERVATION CONFERENCE

_____ POST-OBSERVATION CONFERENCE

_____ OTHER EVALUATION CONFERENCE

JEFFERSON COUNTY PUBLIC SCHOOLS

PERFORMANCE EVALUATION OBSERVATION/CONFERENCE SUMMARY

NAME: _____ SCHOOL/LOCATION: _____

S.S.N. _____ JOB ASSIGNMENT: _____

DATE OF OBSERVATION(S): _____ DATE OF CONFERENCE: _____

A conference was held to discuss job performance expectations and/or observation(s) of job performance. The expectations and/or the observation(s) and the conference are summarized below:

DATE	EVALUATOR	DATE	EMPLOYEE

Distribution: Personnel File **(check one): ( ) Yes ( ) No**
Supervisor
Employee

(Rev. ~~7/88~~ **05/02**) FORM E-2

JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE TEACHER PERFORMANCE EVALUATION

NAME: _____ SCHOOL/LOCATION: _____

S.S.N. _____ YRS. OF SERVICE: _____ DATE: _____

SUBJ./GRADE LEVEL: _____ PRINCIPAL/COST CENTER HEAD: _____

DATES OF OBSERVATIONS: _____

A comprehensive evaluation will be made by the evaluator following observations of at least thirty (30) minutes each conducted as specified in the General Procedures. ~~Additional comments may be attached to this form provided the evaluator and teacher have initialed all additional pages. Comments on the following should be listed in appropriate sections. Each section should be addressed specifically and address the Teacher Performance Criteria/Indicators.~~ **A narrative is required for any teacher standard rating that is marked "adequately meets", inconsistently meets" or "does not meet", and the evaluator and teacher must initial all additional pages. The evaluator may choose to write a narrative for "consistently meets".**

TEACHER STANDARDS	Consistently Meets	Adequately Meets	Inconsistently Meets	Does Not Meet
1. Demonstrates Professional Leadership				
2. Demonstrates Knowledge of Content				
3. Designs/Plans Instruction				
4. Creates/Maintains Learning Climate				
5. Implements/Manages Instruction				
6. Assesses and Communicates				
7. Reflects/Evaluates Teaching/Learning				
8. Collaborates with Colleagues/Parents/Others				
9. Engages in Professional Development				
10. Performs Professional Responsibilities and Duties				

Consistently Meets: **Employee's performance meets or exceeds the performance criteria.**

Adequately Meets: **Employee's performance is adequate, usually accomplishing the objectives. The employee follows instructions and requires minimal intervention.**

Inconsistently Meets: **Employee's performance is less than the performance criteria expected and needs improvement.**

Does Not Meet: **Employee's performance is substantially below expectations and is unacceptable. The employee rarely accomplishes the performance criteria even with frequent assistance and support.**

(Rev. 05/02)

Individual Professional Growth Plan (which the teacher has helped develop):
A Professional Growth Plan with the Performance Objective of

( ) achieved ( ) revised ( ) continuing ( ) not applicable

Optional Comments By Evaluator and/or Teacher:
Optional comments may be attached to this form provided the evaluator and teacher have initialed all additional pages.

This evaluation has been discussed with me: ( ) yes ( ) no

The teacher may submit a written response within ten (10) days to be sent to Personnel Services for inclusion in the teacher's personnel file with a copy to the evaluator.

DATE	EVALUATOR	DATE	EMPLOYEE

PRINCIPAL/COST CENTER HEAD

Distribution: Personnel File
Principal
Employee

(Rev. ~~07/01~~ 05/02)

STANDARD 1: DEMONSTRATES PROFESSIONAL LEADERSHIP

The teacher provides professional leadership within the school, community and education profession to improve student learning and well-being. (See Teacher Performance Criteria/Indicators)

STANDARD 2: DEMONSTRATES KNOWLEDGE OF CONTENT

The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines. (See Teacher Performance Criteria/Indicators)

STANDARD 3: DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, technology, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. (See Teacher Performance Criteria/Indicators)

STANDARD 4: CREATES AND MAINTAINS LEARNING CLIMATE

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

STANDARD 5: IMPLEMENTS AND MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, technology, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. (See Teacher Performance Criteria/Indicators)

STANDARD 6: ASSESSES AND COMMUNICATES

The teacher assesses 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. (See Teacher Performance Criteria/Indicators)

STANDARD 7: REFLECTS/EVALUATES TEACHING/LEARNING

The teacher reflects on and evaluates teaching/learning. (See Teacher Performance Criteria/Indicators)

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. (See Teacher Performance Criteria/Indicators)

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. (See Teacher Performance Criteria/Indicators)

STANDARD 10: PERFORMS PROFESSIONAL RESPONSIBILITIES AND DUTIES

The teacher performs professional responsibilities and duties as outlined in the job description including regular attendance and punctuality. (See Teacher Performance Criteria/Indicators)

Summative Evaluation
Form D-2

JEFFERSON COUNTY PUBLIC SCHOOLS
COMPREHENSIVE PERFORMANCE EVALUATION
SOCIAL WORKERS, RESOURCE TEACHERS

NAME: _____ SCHOOL/LOCATION: _____

S.S.N. _____ YRS. OF SERVICE: _____ DATE: _____

SUBJ./GRADE LEVEL: _____ PRINCIPAL/COST CENTER HEAD: _____

DATES OF OBSERVATIONS: _____

Following an observation(s) the evaluator will make narrative comment on the performance of the employee to include statements covering: 1. attendance and punctuality, 2. effectiveness of organizational management skills, 3. effectiveness of strategies and processes used, 4. effectiveness of interpersonal and communication skills, 5. knowledge of subject matter and, 6. effectiveness of plans and evaluation of professional job performance activities.

COMMENTS:

Individual Professional Growth Plan (which the employee has helped develop):
A Professional Growth Plan with the Performance Objective of

( ) achieved ( ) revised ( ) continuing ( ) not applicable

Optional Comments By Evaluator and/or Employee:
Optional comments may be attached to this form provided the evaluator and teacher have initialed all additional pages.

This evaluation has been discussed with me: ( ) yes ( ) no

The teacher may submit a written response within ten (10) days to be sent to Personnel Services for inclusion in the teacher's personnel file with a copy to the evaluator.

DATE	EVALUATOR	DATE	EMPLOYEE

PRINCIPAL/COST CENTER HEAD

Distribution: Personnel File
Principal
Employee

(07/01)