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EVALUATION COMMITTEE MEMBERS 2000-2003

Lora Castle----------Teacher, Meade Memorial Elem.
Machelle McClure----------Teacher, Highland Elem.
Carolyn Hale----------Teacher, Porter Elem.
Judy Blevins----------Teacher, Alternative School
Kenny Collinsworth----------Teacher, Johnson Central High School
Larry Pennington----------Principal, W. R. Castle
Homer Lafferty----------Teacher, Johnson Co. Middle School
William Johnson----------Principal, Central Elem.
Zella Wells----------Assistant Superintendent
Shawn Gullett----------Teacher, Flat Gap Elementary
Steve Trimble----------Principal, Johnson Central High School
Monica Whitaker, Contact Person and Supervisor--Johnson Co. Schools
Tracy May----------Administrator, Flat Gap Elem.
Shauna Patton ----------Supervisor, Johnson County Schools

EVALUATION APPEALS PANEL, 2000-2003

Cherie Deskins----------Teacher, W. R. Castle
Kay Grim----------Teacher, W. R. Castle
Zella Wells----------Assistant Superintendent

ALTERNATES

Nila Collins----------Teacher, Johnson County Middle School
Monica Whitaker----------Supervisor, Johnson County Schools

CONTACT PERSON

Monica Whitaker

- CERTIFIED PERSONNEL -

Evaluation

DEVELOPMENT OF SYSTEM

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

PURPOSES

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

NOTIFICATION

The evaluation criteria and evaluation process to be used 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.

REVIEW

All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and evaluatee shall sign and date the evaluation instrument.

When a question arises concerning the accuracy and/or fairness of an evaluation, a teacher may request an observation by a third party observer in keeping with Kentucky Administrative Regulation.

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

FREQUENCY

Evaluation(s) may be performed at any time quality or quantity of work is in question..

- Tenured teachers shall be evaluated at least once every three (3) years, with the evaluation being completed by the end of the third quarter of the school year. However, tenured employees whose performance is considered less than satisfactory by an evaluator may be required to undergo evaluations until performance improves.
- Non-tenured teachers shall be evaluated at least twice annually.
- Administrators shall be evaluated annually.

APPEAL PANEL

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

Evaluation

ELECTION

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

TERMS

All terms of panel members and alternates shall be for three (3) years and run from July 1 to June 30 of the three –year designated term. Members may be reappointed or reelected.

CHAIRPERSON

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

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her.

Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

APPEAL FORM

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

CONFLICTS OF INTEREST

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

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

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

BURDEN OF PROOF

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

HEARING

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

Evaluation

PANEL RECOMMENDATIONS

The panel shall issue a recommendation to the Superintendent within fifteen (15) working days from the date an appeal is filed.

REVISIONS

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

TEACHERS EXCEEDING FAILURE RATE

Any teacher who has a class to exceed a 20% failure rate at the final grading period shall participate in a review of the causes for the lack of success of the failing students. The review shall be conducted by a committee made up of the teacher, team leader of the department (in high school), the supervising administrator, a central office supervisor of instruction, and a peer of the teacher's choice.

This committee shall determine if any reasonable means of assuring student success has been neglected by the school or the teacher. Such findings may result in a recommendation for policy change or the development of an individual growth plan for the teacher. The principal shall be responsible for determining that the recommendations have been successfully completed.

REFERENCES:

[1]KRS 156.557, 704 KAR 3:345
OAG 92-135, Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

RELATED POLICIES:

[2]03.15, 03.16, 02.14

INTRODUCTION

The need to provide quality educational services is of paramount importance to all who have responsibilities for their delivery. Board of education members, administrators, teachers, and all others engaged in the educational enterprise are obligated to hold themselves accountable for their performance. In fulfilling this obligation, the need for an evaluation process that will contribute more positively to this end is self-evident.

The question is what kind of an evaluation program? Traditionally, school systems have relied upon check lists and rating scales to judge the quality of performance of teachers and administrators. The evaluator after periodically observing the individual, completes a rating form designed to estimate the level of effectiveness of the individual. Unfortunately, this "report card" type of evaluation has not done very much to motivate improvement and often has contributed to apprehension and defensiveness on the part of the person being evaluated.

In recent years, a trend has emerged that is changing the focus of the evaluation process. The emphasis is upon making it a deliberate means of improvement rather than a post-performance rating process.

Evaluation by objectives stresses initially a clearer definition of duties and responsibilities. Once the criteria which will be used to assess the effectiveness of performance are determined, the individual is enabled to identify needs and areas to emphasize. This facilitates the formation of more relevant objectives and action plans to achieve them. Assessment is based upon results attained and the effectiveness of overall performance in areas of responsibility in which specific objectives may not have been established.

This type of evaluation puts a premium upon interactions and working relationships that are quite different from conventional programs.

Evaluating the role of the evaluatee. The person being evaluated becomes a peer participant. Cooperation is the keystone of the process.

Emphasis upon needs. An opportunity is provided wherein the person being evaluated and the evaluator work together to identify areas that may need emphasis or in which improvement can be made. The thrust is upon increasing effectiveness in these areas.

Need for higher trust levels. The roles of the evaluatee and evaluator change from a superior-subordinate relationship to shared participation in the improvement process. This puts a high premium upon a greater trust level between the two.

Making evaluation a positive process. Evaluation by objectives where carefully carried out, becomes a more positive rather than a neutral, or even, a negative process.

Less of a "win-lose" emphasis. In the quest for deliberate, increased competency, evaluation becomes less of a win-lose proposition and puts the emphasis upon cooperatively planned improvement.

Evaluation by objectives, in a sense, is a form of clinical supervision. Obviously, it will not solve all educational problems, but it can be a marked improvement over conventional assessment provided those participating in the process seize the opportunity to make it the means of measuring accomplishments more systematically and constructively.

Within one month of reporting to work, the evaluator shall meet with all certified staff and all individual growth plans will be completed after evaluation orientation.

All certified personnel shall be instructed in the process and forms to be used.

PURPOSE OF EVALUATION

The prime purpose of evaluation is to increase the competency of the individual and thereby provide a higher level of service for those whom the school serves. There are many purposes, however, that can be achieved by means of a sound, well-implemented evaluation program. Some of these are:

1. Improve the quality of the total educational program

2. Create an awareness, among those involved in the evaluation process that improvement of the educational program has a high priority

3. Integrate the evaluation program with the on-going teaching/learning/administrative process

4. Improve the teaching/learning/administrative process

5. Increase the validity and reliability of decisions to grant continuing contracts

6. Provide appropriate assistance for those whose performance may fall below the satisfactory level

7. Define and document the dimension of deficiencies in instances where and when contract renewal may be an issue

8. Clarify duties, responsibilities, and job expectations of those being evaluated

9. Use the performance criteria to assess the strengths and weaknesses of candidates being considered for employment

10. Promote better communication

11. Identify areas where improvement is needed and suggest concrete ways to bring it about

12. Promote better planning and design objectives which are responsive to needs and design a plan of action that will likely attain the objectives; Cooperatively assess the results achieved

13. Provide written progress so that the evaluatee will not have to rely only upon oral comments of the evaluator

14. Stimulate professional growth and development

15. Build a commitment to the concept of accountability in performance

DEFINITION OF TERMS

ADMINISTRATOR	Any person who devotes the majority of his/her employed time to service in a position for which administration certification is required by the education Professional Standards Board in 704 KAR Chapter 20. These positions are superintendent, guidance counselor, director of special education, supervisor of instruction, director of pupil personnel, dean of students, director of federally supported programs, professional development coordinator, director of district-wide services, instructional coordinator, and district assessment coordinator. Head teachers may also serve as evaluators of certified personnel based upon KRS 160.345. The administrator assumes the role of evaluator for all certified school personnel whom he/she immediately supervises.
APPEALS	A process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
CONFERENCE	A meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and for identifying areas for growth leading to establishment or revision of a professional growth plan.
CORRECTIVE ACTION PLAN	A plan developed by the evaluator and evaluatee as a result of an unsuccessful standard rating(s) on the summative evaluation. Specific assistance and activities are identified and progress monitored.
EVALUATEE	One whose behaviors and performances are being observed, examined, appraised, or critiqued.
EVALUATION	The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based upon predetermined

	criteria, through periodic observation and other documentation such as portfolios, peer reviews, products, or performances. Evaluation shall also include the establishment and monitoring of individual professional growth plans.
EVALUATION COMMITTEE	Consists of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.
EVALUATION PLAN	Includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. The Kentucky Department of Education must approve both the plan and the procedures.
EVALUATION PROCEDURES	Must be designed to foster professional growth and to support individual personnel decisions.
EVALUATOR	One who appraises or carefully examines behaviors and performances to determine a value. Evaluators must be trained, tested, and certified.
FORMATIVE EVALUATION	A continuous cycle of collecting evaluation information and interacting, and providing feedback with suggestions regarding the certified employee's professional growth and performance.
INDICATORS	Are measurable or observable behaviors and outcomes that demonstrate performance criteria.
JOB CATEGORY	The term used to signify a group or class of positions with closely related functions such as: principal, coordinator, or director.
MONITORING	To supervise; to check systematically or scrutinize for the purpose of collecting specified categories of data. (For ex: principals monitor teachers lesson plans, units of study, interactions with students, parents, and each other.)
OBSERVATIONS	Visitations or contacts conducted by the evaluator to ascertain the status of achievement of objectives of the overall performance of the evaluatee. KRS 156.557 states: All monitoring or observation of

	performance of a certified school employee shall be conducted openly with full knowledge of the employee.
OBSERVEE	One who is observed by the observer.
OBSERVER	One who sees and reports behaviors. This is usually the primary evaluator.
OPENLY	With full knowledge of others(evaluatee).
OTHER SUPPORT STAFF	Any certified staff other than teacher or administrator.
PERFORMANCE CRITERIA	Performance areas, skills, or outcomes on which the certified employee shall be evaluated based upon position and the district evaluation plan.
POSITION	A professional role in the school district such as: teacher, secondary principal, supervisor of instruction.
PRIMARY EVALUATOR/IMMEDIATE SUPERVISOR	The person who is the employee's immediate supervisor (principal, associate principal, head teacher, etc.).
PROFESSIONAL GROWTH PLAN	A plan whereby the person being evaluated establishes goals for enrichment and development and the assistance of the evaluator are identified. The individualized plan includes objectives, a plan for achieving the objectives, and a method for evaluating success. The individual professional growth plan shall be aligned with specific goals and objectives of the school improvement plan or district improvement plan.
POST-CONFERENCE	A meeting between the evaluator and the certified personnel employee to provide feedback from the evaluator. The evaluator and the certified personnel employee analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan.
PRE-CONFERENCE	A meeting between the evaluator and the certified personnel to discuss and plan the schedule, date, content, time, etc. of the observation(s).
STANDARDS OF PERFORMANCE	Acceptable qualitative or quantitative levels of specific job performances ex-

	pected of effective certified personnel employees.
SUMMATIVE EVALUATION	The summary of, and conclusions from, all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written evaluation report.
TEACHER	Any certified staff person who directly instructs students.

EVALUATION FOLDER

It is recommended that both the evaluatee and evaluator each keep an evaluation folder in which will be filed the following:

1. Complete copy of the Evaluation Process
2. Individual Professional Development Plan
3. Annual Individual Growth Plans
4. All Observation/Conference Reports
5. Walk-throughs and any other notes or information that may have a bearing upon the evaluation process
6. Summative Evaluation Report consisting of Assessment of Formative Feedback Form and Summative Performance Evaluation Form

The above items will constitute the basic information which will be used to complete the Summative Evaluation Report. The evaluation folder makes it possible to keep all evaluative data in good order.

MINIMUM REQUIREMENTS FOR CERTIFIED STAFF EVALUATION

STATUS	FREQUENCY
Beginning Teachers	Annually (KTIP)
Individuals in limited contract status (teacher)	Annually
Individuals in continuing contract status (teacher)	At a minimum once every three years beginning with 1998-99 school year.
Administrative Staff	Annually
Superintendent	As pursuant to KRS156.111
Growth Plan	Annually

EVALUATION TIME TABLE

STEP 1:	Conference for review of performance explanation of process, and review of forms to be used. (May be done individually or by group). Professional Growth Plans will be developed. The professional growth plan must be aligned with the school and/or District Consolidated Plans. All PGP's must be reviewed annually.	On or before the end of the first month of reporting for employment.
STEP 2:	Initial observation	On or before Oct. 15th
STEP 3:	Conference for identification of objectives and defining action plan. Copies of evaluation data given to evaluatee and number of additional observations discussed.	Within one week after the observation.
STEP 4:	Follow-up observation	On or before March 15
STEP 5:	Conference	Within one week after the observation
STEP 6:	Additional Observations	
STEP 7:	Conference	Within one week after the observation
STEP 8:	Culminating conference to complete summative Evaluation. All evaluation data reviewed and a copy given to evaluatee as well as placed in official file.	On or by April 15th

NOTE: The professional growth plan is located on our home page and may be downloaded and sent via email for the district office personnel file.

*704KAR3.345 - The monitoring or observations of performance of a certified employee shall be conducted openly and with full knowledge of the evaluatee.

HOW EVALUATIONS WILL BE MADE

Evaluations will consist of (a) in-depth assessments of the extent of attainment of specific and (b) general assessments of effectiveness in the major areas of responsibility.

IMMEDIATE SUPERVISOR: The immediate supervisor/prime evaluator, the one directly responsible for the supervision of the evaluatee, assesses the performance of the evaluatee.

CONTRIBUTOR: Provides consultation and assistance to the evaluatee and evaluator in carrying out the evaluation process.

EVALUATION PROCESS: Evaluations are made in the following manner:

1. PERFORMANCE CRITERIA/JOB DESCRIPTIONS - These describe the content and scope of responsibilities.

2. Review the performance criteria. Check district and school Consolidated Plans. Complete PGP.

3. Conference between evaluatee and evaluator and contributor(s) (where applicable) to discuss needs and areas to emphasize. Discuss possible objectives and action plans based upon the identified needs.

4. Finalize objectives and action plans. If it is necessary, evaluatee and evaluator should confer to check objectives, action plans, and job descriptions.

5. Begin the implementation phase. Observations and conferences are conducted.

6. Hold interim, check-up conference with evaluatee and evaluator participating to see if any modification should be made either in objectives or growth plan.

7. Complete all observations and conferences.

8. Evaluatee and evaluator hold summative conference to review results and evaluations and to make plans for the future. Evaluatee given satisfactory evaluation will be in the enrichment phase of evaluation. Evaluatee with less than satisfactory evaluation will be placed on a corrective action plan. Self-evaluations are conducted by the evaluatee in much the same manner except that conferences with the evaluator are not conducted and assessment of results is done only by the evaluatee.

9. The evaluatee evaluation assessments will remain confidential and be kept in the personnel file.

10. The evaluatee assessments will be accessible only to those in the organizational structure whose line of command so dictates.

IMMEDIATE SUPERVISORS AND CONTRIBUTORS PER LINE ORGANIZATIONAL CHART AND JOB DESCRIPTION

EVALUATEE	PRIME EVALUATOR	CONTRIBUTORS
Superintendent	Board of Education	Supervisors & Principals
Assistant Superintendent	Superintendent	Supervisors & Principals
Principals	Superintendent/Designee	Assistant Superintendent & Supervisors
Assistant Principal	Principal	Assistant Superintendent & Supervisors
Counselor	Principal/Assistant Principal	Assistant Superintendent & Supervisors
Teacher/Librarian	Principal and/or Assistant Principal	Assistant Principal Supervisors
Intern Teacher-KTIP	Principal Supervising Teacher	College Representative
Administrator Instructional Supervisor/Program Director/Coordinator	Superintendent or Designee	Principals

DEFINITION OF ROLES

IMMEDIATE SUPERVISOR	The one who is directly responsible for the supervision of the evaluatee and makes the assessment of his/her performance.
CONTRIBUTOR	One who holds a position in relation to the evaluatee that makes it possible to provide consultation and assistance to the evaluatee and/or the evaluator.
ASSISTANT PRINCIPAL	At the direction of the principal, works with evaluatees and team leaders in various phases of the evaluation process performing such services as: a. Immediate Supervisor/Prime Evaluator b. Contributor c. Assistant Evaluatee
SUPERVISOR OF INSTRUCTION	Serves in a resource capacity to facilitate the carrying out of evaluation process, performing such services as: a. Providing training assistance to those involved in the process b. Giving advice and assistance in the formation of instructional objectives and PGP's c. When requested, may observe the evaluatee and make suggestions to improve performance d. Responds to requests to diagnose difficulties being encountered in the attainment of objectives and action plans and makes suggestions to overcome the problems e. Prime Evaluator/Immediate Supervisor
THIRD PARTY OBSERVER	If requested by the teacher, observations by another teacher trained in the teachers' content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so in writing to the evaluator, by no later than February 15th of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon selection of the third party observer within five (5) working days of the teacher's written request, the evaluator shall select the third party observer.
PRINCIPAL	Serving in the capacity of prime evaluator:

	a. Reviews evaluatee's proposed objectives b. Observes evaluatee and makes suggestions; confers with Team Leaders; confers with evaluatee as circumstances require c. Assesses performance of evaluatee d. Conducts culminating conference with evaluatee
SUPERINTENDENT AND/OR DESIGNEE	Serves in the capacity of prime evaluator/immediate supervisor of the administrators

APPEALS PANEL HEARING PROCEDURES

The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel.

A preliminary hearing will be held to provide documentation to all parties and the panel. Both parties, evaluatee and evaluator, shall review all documents presented to the panel. The chairperson of the panel shall be the person appointed to the committee by the Board of Education. Four (4) copies of all documentation to be considered in the appeal shall be available to the committee at this time. The chairperson shall convene the preliminary hearing and explain procedures for the process. The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide for legal counsel to the panel if requested. The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluatee, evaluator and their chosen representatives. After the evaluatee and evaluator leave, the appeals committee shall remain and review all documents and formulate questions for the hearing.

Within five (5) working days, a hearing will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony. Both substance and procedural issues shall be considered by the panel. An opportunity for questioning each party shall be provided. The panel will have the right to question both the evaluatee and the evaluator. The evaluatee and the evaluator and their representatives will then be asked to leave and the panel will consider all information provided them. A decision regarding their findings shall be presented to the Superintendent within fifteen (15) working days of the filing of the hearing.

The panel's recommendation must include one of the following:

a. Upholding the original evaluation
b. Voiding the original evaluation or parts of it
c. Ordering a new evaluation by a second certified employee
d. Removing the summative evaluation from the personnel file and placing a copy of the Panel's written findings in the file

Any evaluatee who feels that the procedural issues were violated may appeal the decision to the Kentucky Board of Education.

THE APPEALS PANEL

All members of the appeals panel shall be current employees of the district. Two members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship). One member of the panel is appointed by the Johnson County Board of Education.

In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third greatest number of votes shall be designated as an alternate. Release time shall be provided for panel members at the discretion of the same. Funding for panel expenses will be provided from the general fund.

The Board of Education shall also appoint a member to serve on the panel and an alternate.

The length of term for an appeals panel member shall be three years. Panel members may be re-elected for the position. Elections shall be conducted every three years.

The election shall be conducted by the District Contact Person using the following criteria:

- Open Nomination
- Secret Ballot
- One person /one vote
- All certified employees given the opportunity to vote

Panel members may seek training through the District Contact person.

ALTERNATE EVALUATOR

1. On or before the first month of reporting to work of the new school year in which the evaluation is scheduled to take place, the evaluatee shall submit a written statement to the superintendent requesting an alternate evaluator.

2. The written statement shall contain specific information as to why an alternate evaluator is being requested.

3. Within ten days of the receipt of the request, the superintendent shall conduct a review of the situation and shall make a final determination.

4. The evaluator and evaluatee shall be notified in writing, of the Superintendent's decision within five working days after a final determination.

5. If the Superintendent's decision is to appoint an alternate evaluator, the appointment shall be made no later than October 1.

If an alternate evaluator is appointed, it will be for a period of one school term. The alternate evaluator's role shall not extend beyond the formal evaluation procedure. The evaluatee's immediate supervisor shall be in charge of all other activities as they apply to the evaluatee.

-CERTIFIED PERSONNEL-

Appeals/Hearings

PURPOSE

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. This panel shall determine if the evaluation process and guidelines have been followed according to the District's evaluation plan and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

APPEALS

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

1. Both the evaluatee and evaluator shall submit four (4) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The members of the Appeals Panel and evaluatee/evaluator and their legal counsel, if applicable, will be the only persons to review the documentation. All documentation will be kept confidential during the Appeals Panel proceedings.
2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson or Appeals Panel members.
3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.
4. Legal counsel may be present during the hearing to represent either or both parties.
5. For official records, the hearing will be audiotaped and a copy provided to both parties if requested in writing.
6. Only Panel members, the evaluatee and evaluator, and legal counsel will be present at the hearing. The evaluatee has the right to determine whether the hearing is open or closed.
7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

Appeals/Hearings

HEARINGS

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
3. The Panel may question the evaluatee and evaluator.
4. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal.
5. Each party (evaluator and evaluatee) will be asked to make closing remarks.
6. The chairperson of the Panel will make closing remarks.
7. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
   a. Upholding the original evaluation.
   b. Voiding the original evaluation or parts of it.
   c. Ordering a new evaluation by a second certified employee.
   d. Removing the summative evaluation from the personnel file and placing a copy of the Panel's written findings in the file.
8. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days of the review. In the event that the evaluator is the Superintendent, the Panel's recommendation shall go directly to the Board of Education.
9. The Superintendent shall act on the recommendation(s) of the Panel. If the Superintendent was the evaluator and the recommendation of the Appeal's Panel was presented to the Board, the Board shall review the Panel's recommendation and render a final decision on the appeal.
10. The Panel's recommendation and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
11. The Panel's decision may be appealed to the Kentucky Board of Education only if the appeal procedures are violated.

Review/Revised: 8/28/00

Evaluation Appeal Form

INSTRUCTIONS

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

Employee's Name _____		
Home Address _____		
Job Title	Building	Grade or Department
_____	_____	_____

My appeal challenges the summative findings on:

_____ substance

_____ procedure

_____ both substance and procedure

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

_____

_____

_____

_____

_____

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____ **Date** _____

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

_____ _____

Employee's Signature ***Date***

RIELATED PROCIEDURIES:

03.18 AP. I 1, 03.18 AP. 12

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATION: TEACHER

I. Instructional Process

A. Lesson Design

1. Lesson introduction provides focus
2. Teaching objective clearly defined
3. Teaching objective correlates to lesson plan
4. Teaching objective is developmentally appropriate
5. Student is provided opportunities to improve performance based on prior assessment results
6. Media presentation
7. Student Reading silent/oral
8. Uses varied techniques and instructional strategies for learning
9. Teacher models/demonstrates the skills concepts, attributes and/or thinking process to be learned by student
10. Provides for Guided Practice
11. Checks for understanding
12. Independent practice
13. Uses interdisciplinary units/references and connects content area to real world application
14. Appropriate assessment
15. Uses rubrics
16. Uses current program of studies, core content and other State/local documents.
17. Designs lessons that use technology to address diverse student needs and learning styles
18. Uses computers and other technology such as interactive instruction, and audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction

B. Setting for Lesson Presentation

1. Multi-age group
2. Uses cooperative learning groups
3. Student interaction group
4. Large group
5. Small group
6. Collaborative learning and teaching
7. Uses computers and other technologies for individual, small group, and large group learning activities
8. Integrates across disciplines, skills, thinking process and content

C. Teacher Descriptors

1. Moving about the room
2. At board
3. At teacher desk
4. At study center
5. Knows content to be taught
6. Has excitement about work, commitment to success

D. Questioning Techniques
   1. Prompts
   2. Rephrases
   3. Dignifies wrong answer
   4. Holds student(s) accountable
   5. Gives student(s) time to think
   6. Asks questions to entire group
   7. Allows for complexity (high to low)
   8. Allows students to reflect on their own ideas

E. Transitions
   1. Orderly
   2. Efficient
   3. Logical

F. Motivation Technique
   1. Shows consistent sensitivity to individuals and responds to student objectively
   2. Feeling of success
   3. Intrinsic motivation
   4. Knowledge of results
   5. Shows flexibility and creativity in the development of classroom process of instructional procedures

G. Levels of student learning evidenced
   1. Comprehension: Ability to recall
   2. Application: Ability to apply concept to new situation
   3. Analysis: Ability to select and organize ideas & experiences
   4. Synthesis: Bringing together separate parts to form a new whole
   5. Evaluation: Ability to make judgments based on criteria

H. Assessment
   1. Assessment encourages student success while focusing on state assessment practices
   2. Uses recognized test design while establishing criteria and scoring guides consistent with state assessment
   3. Assessment demonstrates applied knowledge
   4. Teacher feedback encourages additional learning
   5. Uses technology in the multiple assessments of student learning
   6. Maintains up-to-date records of student progress using technology
   7. Makes appropriate changes to instruction based upon feedback and assessment results

I. Writing Portfolios
   1. Writing opportunities given
   2. Working portfolios maintained
   3. Required portfolios maintained
   4. Self assessment encouraged

II. Learning Climate

A. Classroom Environment

1. Has study centers
2. Small group settings/situations
3. Organized learning environment clean and well maintained
4. Suitable for class being taught
5. Appropriate classroom procedures
6. Other, specify_____

B. Student Management

1. Uses specific conduct-related praise
2. Stops misconduct positively/negatively
3. Manages overlapping events
4. Constantly adheres to school/district discipline policies
5. Develops and communicates high expectations for all students regardless of gender, cultural or socioeconomic background

III. Interpersonal Relationships

1. Keeps students and parents informed of expectations, criteria for assessments and student progress
2. Uses collaborative teaching techniques
3. Understands his/her program in relation to entire school
4. Works cooperatively with colleagues, parents & community
5. Collaborates with teachers in other disciplines

IV. Professional Responsibilities

A. Professionalism

1. Uses technology to support instruction & learning
2. Demonstrates basic knowledge of computer parts and attends to simple connections/installations
3. Focuses on learning achievement
4. Uses methods acquired through professional development
5. Maintains and accounts for materials and equipment bought with school funds
6. Develops and implements individual IEP's according to due process procedures and timelines
7. Accesses and manages student data
8. In response to differences in ability, contributions and cultural background, collaborates with the community to implement collaborative projects
9. Accurately submits electronic data forms, surveys, etc. in a timely manner
10. Communicates and collaborates with others using technology
11. Participates in committee work, policy design and development
12. Adheres to Board Policy, Procedures and SBDM policies

B. Professional Expectations

1. Is punctual about assignments
2. Performs non-teaching assignments and contributes to educational activities beyond regular classroom setting
3. Demonstrates a professional image in the classroom and when representing the school
4. Completes activities for professional growth by April 15th
5. Substitute teacher:
   Follows lesson plans
   Follows school rules and procedures
   Accepts assignments willingly
6. Use standard English
7. Modifies professional development plan and individual PGP (Professional Growth Plan) to improve instructional performance
8. Participates in professional organizations and activities
9. Performance of duties is consistent with the professional code of ethics
10. Analyzes test data, student work product and needs assessment to promote change

EVALUATION
JOB CLASSIFICATION: TEACHER

EVALUATEE: _____

EVALUATOR: _____

LEGEND:
0 Observed
Ø Not Observed
* Further Discussion Needed
N/A Not Applicable
? Clarification
+ Strength
! Outstanding

I. Instructional Process

A. Lesson Design

_____ 1. Lesson introduction provides focus
_____ 2. Teaching objective clearly defined
_____ 3. Teaching objective correlates to lesson plan
_____ 4. Teaching objective is developmentally appropriate
_____ 5. Student is provided opportunities to improve performance based on prior assessment results
_____ 6. Media presentation
_____ 7. Student reading silent/oral
_____ 8. Uses and analyzes varied techniques and instructional strategies for learning
_____ 9. Teacher models/demonstrates the skills concepts, attributes and/or thinking process to be learned by student
_____ 10. Provides for Guided Practice
_____ 11. Checks for understanding
_____ 12. Independent practice
_____ 13. Uses interdisciplinary units/references and connects content area to real world application
_____ 14. Appropriate assessment
_____ 15. Uses rubrics
_____ 16. Uses current program of studies, core content and other State/local documents.
_____ 17. Designs lessons that use technology to address diverse student needs and learning styles
_____ 18. Uses computers and other technology such as interactive instruction, and audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction

B. Setting for Lesson Presentation

_____ 1. Multi-age group
_____ 2. Uses cooperative learning groups
_____ 3. Student interaction group
_____ 4. Large group
_____ 5. Small group
_____ 6. Collaborative learning and teaching
_____ 7. Uses computers and other technologies for individual, small group, and large group learning activities

_____ 8. Integrates across disciplines, skills, thinking process and content

C. Teacher Descriptors
_____ 1. Moving about the room
_____ 2. At board
_____ 3. At teacher desk
_____ 4. At study center
_____ 5. Knows content to be taught
_____ 6. Has excitement about work, commitment to success

D. Questioning Techniques
_____ 1. Prompts
_____ 2. Rephrases
_____ 3. Dignifies wrong answer
_____ 4. Holds student(s) accountable
_____ 5. Gives student(s) time to think
_____ 6. Asks questions to entire group
_____ 7. Allows for complexity (high to low)
_____ 8. Allows students to reflect on their own ideas

E. Transitions
_____ 1. Orderly
_____ 2. Efficient
_____ 3. Logical

F. Motivation Technique
_____ 1. Shows consistent sensitivity to individuals and responds to student objectively
_____ 2. Feeling of success
_____ 3. Intrinsic motivation
_____ 4. Knowledge of results
_____ 5. Shows flexibility and creativity in the development of classroom process of instructional procedures

G. Levels of student learning evidenced
_____ 1. Comprehension: Ability to recall
_____ 2. Application: Ability to apply concept to new situation
_____ 3. Analysis: Ability to select and organize ideas & experiences
_____ 4. Synthesis: Bringing together separate parts to form a new whole
_____ 5. Evaluation: Ability to make judgments based on criteria

H. Assessment
_____ 1. Assessment encourages student success while focusing on state assessment practices
_____ 2. Uses recognized test design while establishing criteria and scoring guides consistent with state assessment
_____ 3. Assessment demonstrates applied knowledge
_____ 4. Teacher feedback encourages additional learning
_____ 5. Uses technology in the multiple assessments of student learning

_____ 6. Maintains up-to-date records of student progress using technology
_____ 7. Makes appropriate changes to instruction based upon feedback and assessment results

I. Writing Portfolios
_____ 1. Writing opportunities given
_____ 2. Working portfolios maintained
_____ 3. Required portfolios maintained
_____ 4. Self assessment encouraged

II. Learning Climate
A. Classroom Environment
_____ 1. Has study centers
_____ 2. Small group settings/situations
_____ 3. Organized learning environment clean and well maintained
_____ 4. Suitable for class being taught
_____ 5. Appropriate classroom procedures
_____ 6. Other, specify_____

B. Student Management
_____ 1. Uses specific conduct-related praise
_____ 2. Stops misconduct positively/negatively
_____ 3. Manages overlapping events
_____ 4. Constantly adheres to school/district discipline policies
_____ 5. Develops and communicates high expectations for all students regardless of gender, cultural or socioeconomic background

III. Interpersonal Relationships
_____ 1. Keeps students and parents informed of expectations, criteria for assessments and student progress
_____ 2. Uses collaborative teaching techniques
_____ 3. Understands his/her program in relation to entire school
_____ 4. Works cooperatively with colleagues, parents & community
_____ 5. Collaborates with teachers in other disciplines

IV. Professional Responsibilities

A. Professionalism
_____ 1. Uses technology to support instruction & learning
_____ 2. Demonstrates basic knowledge of computer parts and attends to simple connections/installations
_____ 3. Focuses on learning achievement
_____ 4. Uses methods acquired through professional development
_____ 5. Maintains and accounts for materials and equipment bought with school funds
_____ 6. Develops and implements individual IEP's according to due process procedures and timelines
_____ 7. Accesses and manages student data
_____ 8. In response to differences in ability, contributions and

cultural background, collaborates with the community to implement collaborative projects

_____ 9. Accurately submits electronic data forms, surveys, etc. in a timely manner

_____ 10. Communicates and collaborates with others using technology

_____ 11. Participates in committee work, policy design and development

_____ 12. Adheres to Board Policy, Procedures and SBDM policies

B. Professional Expectations

_____ 1. Is punctual about assignments

_____ 2. Performs non-teaching assignments and contributes to educational activities beyond regular classroom setting

_____ 3. Demonstrates a professional image in the classroom and when representing the school

_____ 4. Completes activities for professional growth by April 15th

_____ 5. Substitute teacher:
Follows lesson plans
Follows school rules and procedures
Accepts assignments willingly

_____ 6. Use standard English

_____ 7. Modifies professional development plan and individual PGP (Professional Growth Plan) to improve instructional performance

_____ 8. Participates in professional organizations and activities

_____ 9. Performance duties is consistent with the professional code of ethics

_____ 10. Analyzes test data, student work product and needs assessment to promote change

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATION: PRINCIPAL/ASSISTANT PRINCIPAL

I. Instructional Leadership

A. Provides direction for the school
   1. Involves all stakeholders in goal development for vision and mission of the school
   2. Uses assessment data and needs assessment for setting goals
   3. Develops short- and long-range goals
   4. Develops goals which reflect societal needs, trends

B. Provides for management of instruction
   1. Promotes the identification of instructional objectives
   2. Promotes instructional programming consistent with instructional objectives, the vision and mission
   3. Monitors student progress toward achievement of instructional objectives
   4. Makes program changes based upon student assessment data, demographics and other pertinent information
   5. Barriers to achieving the vision are identified, classified and addressed
   6. Multiple opportunities for learning and assessment are made available to students and staff

C. Effectively implements evaluation strategies oriented toward improvement of instruction
   1. Informs the staff of evaluation process and expectations
   2. Demonstrates a knowledge of varied teaching strategies
   3. Demonstrates an understanding of the learning process
   4. Demonstrates effective observational skills
   5. Observes classroom instruction on a regular basis
   6. Provides regular feedback through conferencing and job targets
   7. Provides suggestions and/or job targets for improvement when identifying areas of concern

D. Provides leadership for positive educational change
   1. Promotes a climate for change
   2. Recognizes the need for change and plans are monitored, evaluated and revised
   3. Involves all stakeholders in a systematic change process that is equitable, known and understood
   4. Involves stakeholders in the mission of the school

E. Demonstrates effective skill in the recruitment, selection, and assignment of school personnel
   1. Recruits staff who enhance the overall effectiveness of the school and complements existing staff
   2. Demonstrates effective screening and

interviewing skills for selection of staff
3. Uses formative and summative evaluation for assignment of staff

F. Promotes on-going staff development
1. Promotes staff awareness of new developments and ideas in education
2. Focuses staff development activities upon the teaching/learning process
3. Involves faculty in accessing and identifying staff development needs
4. Involves faculty in implementing staff development activities

G. Communicates standards of expected performance
1. Communicates high academic expectations to students
2. Communicates to teachers expectations for high instructional performance
3. Communicates to parents/community the high expectations of the school
4. Life long learning is encouraged and modeled.

H. Provides leadership for appropriate curriculum and organization of personnel to staff the curriculum
1. Promotes curricular programs based on student needs, research and expertise of teachers
2. Seeks and considers staff input in development and implementation of curriculum designed to meet student needs
3. Diversity is considered in developing learning experiences

II. School Management
A. Provides for effective and efficient day-by-day operation of the school
1. Involves staff, in development and review of day-by-day operational procedures
2. Implements administrative procedures which are clear and efficient
3. Promotes among all support staff an understanding of their responsibilities to the instructional program of the school
4. Confidentiality and privacy of school records are maintained

B. Ensures that school plant and facilities are conducive to a positive learning environment
1. Organizes custodial operations and personnel efficiently in order to maintain a clean school
2. Organizes cafeteria operations and personnel efficiently in order to contribute to a wholesome school environment
3. Facilitates prompt reporting and follow-up of needed repairs
4. Requests additional facilities as needed
5. Implements measures to promote pride in the school's appearance

6. Communicates to all personnel the importance of their role in school operations

C. Ensures efficient management of building-level fiscal resources
   1. Involves faculty in developing budget and other priority measures
   2. Delegates appropriate budget responsibilities to faculty for implementation
   3. Ensures all fiscal transactions occur through a budgeted, encumbered process of fiscal management
   4. Ensures all fiscal transactions occur according to legally defined policy and procedures
   5. Maintains appropriate inventories within the school

D. Promotes and maintains a positive school climate
   1. Provides opportunities for teachers to share ideas and concerns
   2. Uses systematic procedures to assess school climate and make changes as necessary
   3. Shares feelings of pride which promote among staff, community and students a feeling of pride and loyalty for the school
   4. Provides positive reinforcement and recognizes staff and students for their efforts and accomplishments

E. Establishes and maintains effective discipline in the school
   1. Communicates student disciplinary policies and behavioral expectations to the faculty, students and parents
   2. Administers student disciplinary procedures in a fair and consistent manner
   3. Provides feedback to teachers regarding discipline referrals
   4. Develops positive approaches regarding student disciplinary matters

F. Demonstrates effective communication skills
   1. Promotes communication with school personnel, students, parents and community
   2. Provides all stakeholders with clear and concise information about school operations
   3. Communicates clearly, correctly and effectively with varied audiences
   4. Comprehensive program of community relations and public relations is established

G. Demonstrates effective problem-solving and decision-making skills
   1. Identifies and analyzes pertinent elements in a problem situation
   2. Establishes priorities and seeks relevant data
   3. Considers alternative solutions before making decisions

4. Makes logical decisions based upon available information
5. Barriers to learning are identified, clarified and addressed
6. Needed resources are sought and obtained to support the implementation of the school mission and goal

H. Demonstrates effective organizational skills
1. Manages time efficiently
2. Prioritizes tasks and operates according to these priorities
3. Uses resources in an optimal manner
4. Delegates responsibility and authority when appropriate
5. Completes duties promptly and accurately

III. Interpersonal Relationships
A. Demonstrates positive interpersonal relationships with students
1. Is visible and accessible
2. Informs students of school and district goals, policies and activities
3. Interacts with students frequently and in a mutually respectful and friendly manner
4. Gives constructive criticism and praise when appropriate
5. Encourages student leadership and involvement
6. Respects student needs and concerns
7. Demonstrates understanding and acceptance of different racial, ethnic, cultural and religious groups
8. Organizes, develops and manages a well-balanced activity program

B. Demonstrates positive interpersonal relationships with staff
1. Encourages suggestions from staff
2. Seeks staff opinions and feelings regarding school-related problems
3. Gives constructive criticism and praise when appropriate
4. Is accessible to staff
5. Interacts frequently with staff in a mutually respectful and friendly manner
6. Works with staff to reduce undue stress and pressures

C. Demonstrates positive interpersonal relationships with other administrators
1. Demonstrates professional courtesy
2. Works cooperatively with colleagues
3. Shares ideas, materials and techniques with other administrators
4. Informs administrator and/or appropriate personnel of school-related matters

D. Demonstrates positive interpersonal relationships with parents/community

1. Seeks support of parents to meet the needs of the student
2. Seeks input and involvement through parent/community relations
3. Supports and participates in parent/community activities
4. Responds effectively to parent/community concerns
5. Develops partnership with the community

IV. Professional Responsibilities

A. Implements the policies and procedures of the district
1. Strives to stay informed regarding policies and regulations applicable to his/her position
2. Selects appropriate channels for resolving concerns and problems
3. Applies state and federal laws, district policy and procedures fairly, wisely and considerately

B. Participates in professional growth activities
1. Demonstrates commitment by participation in professional activities (professional organizations, coursework, workshops, conferences)
2. Takes advantage of opportunities to learn from colleagues
3. Keeps abreast of developments in subject matter and issues related to teaching and learning

C. Demonstrates a sense of professional responsibility
1. Completes duties promptly and accurately
2. Is punctual, fulfils legal and contractual obligations
3. Provides accurate data to the school and district as requested for management purposes
4. Carries out duties in accordance with established job description
5. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity
6. Performance of duties is consistent with the professional code of ethics

EVALUATION
JOB CLASSIFICATION: PRINCIPAL/ASSISTANT PRINCIPAL

EVALUATEE: _____SCHOOL: _____

EVALUATOR: _____DATE: _____

BEGINNING TIME FOR OBSERVATION: _____ENDING TIME: _____

LEGEND:
0 Observed
Ø Not Observed
* Further Discussion Needed
N/A Not Applicable
? Clarification
+ Strength
! Outstanding

I. Instructional Leadership

A. Provides direction for the school

_____ 1. Involves all stakeholders in goal development for vision and mission of the school
_____ 2. Uses assessment data and needs assessment for setting goals
_____ 3. Develops short and long-range goals
_____ 4. Develops goals which reflect societal needs, trends

B. Provides for management of instruction

_____ 1. Promotes the identification of instructional objectives
_____ 2. Promotes instructional programming consistent with instructional objectives, the vision and mission
_____ 3. Monitors student progress toward achievement of instructional objectives
_____ 4. Makes program changes based upon student assessment data, demographics and other pertinent information
_____ 5. Barriers to achieving the vision are identified, classified and addressed
_____ 6. Multiple opportunities for learning and assessment are made available to students and staff

C. Effectively implements evaluation strategies oriented toward improvement of instruction

_____ 1. Informs the staff of evaluation process and expectations
_____ 2. Demonstrates a knowledge of varied teaching strategies
_____ 3. Demonstrates an understanding of the learning process
_____ 4. Demonstrates effective observational skills
_____ 5. Observes classroom instruction on a regular basis
_____ 6. Provides regular feedback through conferencing and job targets
_____ 7. Provides suggestions and/or job targets for improvement when identifying areas of concern

D. Provides leadership for positive educational change

_____ 1. Promotes a climate for change
_____ 2. Recognizes the need for change and plans are monitored, evaluated and revised
_____ 3. Involves all stakeholders in a systematic change process that is equitable, known and understood
_____ 4. Involves stakeholders in the mission of the school

E. Demonstrates effective skill in the recruitment, selection, and assignment of school personnel
_____ 1. Recruits staff who enhance the overall effectiveness of the school and complements existing staff
_____ 2. Demonstrates effective screening and interviewing skills for selection of staff
_____ 3. Uses formative and summative evaluation for assignment of staff

F. Promotes on-going staff development
_____ 1. Promotes staff awareness of new developments and ideas in education
_____ 2. Focuses staff development activities upon the teaching/learning process
_____ 3. Involves faculty in accessing and identifying staff development needs
_____ 4. Involves faculty in implementing staff development activities

G. Communicates standards of expected performance
_____ 1. Communicates high academic expectations to students
_____ 2. Communicates to teachers expectations for high instructional performance
_____ 3. Communicates to parents/community the high expectations of the school
_____ 4. Life long learning is encouraged and modeled

H. Provides leadership for appropriate curriculum and organization of personnel to staff the curriculum
_____ 1. Promotes curricular programs based on student needs, research and expertise of teachers
_____ 2. Seeks and considers staff input in development and implementation of curriculum designed to meet student needs
_____ 3. Diversity is considered in developing learning experiences

II. School Management
A. Provides for effective and efficient day-by-day operation of the school
_____ 1. Involves staff, in development and review of day-by-day operational procedures
_____ 2. Implements administrative procedures which are clear and efficient
_____ 3. Promotes among all support staff an understanding of their responsibilities to the instructional program of the school
_____ 4. Confidentiality and privacy of school records are

maintained

B. Ensures that school plant and facilities are conducive to a positive learning environment

_____ 1. Organizes custodial operations and personnel efficiently in order to maintain a clean school

_____ 2. Organizes cafeteria operations and personnel efficiently in order to contribute to a wholesome school environment

_____ 3. Facilitates prompt reporting and follow-up of needed repairs

_____ 4. Requests additional facilities as needed

_____ 5. Implements measures to promote pride in the school's appearance

_____ 6. Communicates to all personnel the importance of their role in school operations

C. Ensures efficient management of building-level fiscal resources

_____ 1. Involves faculty in developing budget and other priority measures

_____ 2. Delegates appropriate budget responsibilities to faculty for implementation

_____ 3. Ensures all fiscal transactions occur through a budgeted, encumbered process of fiscal management

_____ 4. Ensures all fiscal transactions occur according to legally defined policy and procedures

_____ 5. Maintains appropriate inventories within the school

D. Promotes and maintains a positive school climate

_____ 1. Provides opportunities for teachers to share ideas and concerns

_____ 2. Uses systematic procedures to assess school climate and make changes as necessary

_____ 3. Shares feelings of pride which promote among staff, community and students a feeling of pride and loyalty for the school

_____ 4. Provides positive reinforcement and recognizes staff and students for their efforts and accomplishments

E. Establishes and maintains effective discipline in the school

_____ 1. Communicates student disciplinary policies and behavioral expectations to the faculty, students and parents

_____ 2. Administers student disciplinary procedures in a fair and consistent manner

_____ 3. Provides feedback to teachers regarding discipline referrals

_____ 4. Develops positive approaches regarding student disciplinary matters

F. Demonstrates effective communication skills

_____ 1. Promotes communication with school personnel, students, parents and community

_____ 2. Provides all stakeholders with clear and concise

information about school operations
_____ 3. Communicates clearly, correctly and effectively with varied audiences
_____ 4. Comprehensive program of community relations and public relations is established

G. Demonstrates effective problem-solving and decision-making skills
_____ 1. Identifies and analyzes pertinent elements in a problem situation
_____ 2. Establishes priorities and seeks relevant data
_____ 3. Considers alternative solutions before making decisions
_____ 4. Makes logical decisions based upon available information
_____ 5. Barriers to learning are identified, clarified and addressed
_____ 6. Needed resources are sought and obtained to support the implementation of the school mission and goal

H. Demonstrates effective organizational skills
_____ 1. Manages time efficiently
_____ 2. Prioritizes tasks and operates according to these priorities
_____ 3. Uses resources in an optimal manner
_____ 4. Delegates responsibility and authority when appropriate
_____ 5. Completes duties promptly and accurately

III. Interpersonal Relationships
A. Demonstrates positive interpersonal relationships with students
_____ 1. Is visible and accessible
_____ 2. Informs students of school and district goals, policies and activities
_____ 3. Interacts with students frequently and in a mutually respectful and friendly manner
_____ 4. Gives constructive criticism and praise when appropriate
_____ 5. Encourages student leadership and involvement
_____ 6. Respects student needs and concerns
_____ 7. Demonstrates understanding and acceptance of different racial, ethnic, cultural and religious groups
_____ 8. Organizes, develops and manages a well-balanced activity program

B. Demonstrates positive interpersonal relationships with staff
_____ 1. Encourages suggestions from staff
_____ 2. Seeks staff opinions and feelings regarding school-related problems
_____ 3. Gives constructive criticism and praise when appropriate
_____ 4. Is accessible to staff
_____ 5. Interacts frequently with staff in a mutually respectful and friendly manner
_____ 6. Works with staff to reduce undue stress and pressures

C. Demonstrates positive interpersonal relationships with other administrators

_____ 1. Demonstrates professional courtesy
_____ 2. Works cooperatively with colleagues
_____ 3. Shares ideas, materials and techniques with other administrators
_____ 4. Informs administrator and/or appropriate personnel of school-related matters

D. Demonstrates positive interpersonal relationships with parents/community

_____ 1. Seeks support of parents to meet the needs of the student
_____ 2. Seeks input and involvement through parent/community relations
_____ 3. Supports and participates in parent/community activities
_____ 4. Responds effectively to parent/community concerns
_____ 5. Develops partnership with the community

IV. Professional Responsibilities

A. Implements the policies and procedures of the district

_____ 1. Strives to stay informed regarding policies and regulations applicable to his/her position
_____ 2. Selects appropriate channels for resolving concerns and problems
_____ 3. Applies state and federal laws, district policy and procedures fairly, wisely and considerately

B. Participates in professional growth activities

_____ 1. Demonstrates commitment by participation in professional activities (professional organizations, coursework, workshops, conferences)
_____ 2. Takes advantage of opportunities to learn from colleagues.
_____ 3. Keeps abreast of developments in subject matter and issues related to teaching and learning

C. Demonstrates a sense of professional responsibility

_____ 1. Completes duties promptly and accurately
_____ 2. Is punctual, fulfils legal and contractual obligations
_____ 3. Provides accurate data to the school and district as requested for management purposes
_____ 4. Carries out duties in accordance with established job description
_____ 5. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity
_____ 6. Performance of duties is consistent with the professional code of ethics

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATION: LIBRARIAN

I. Instructional Process

The Librarian/Media Specialist:

A. Recognizes leadership and serves as a catalyst in the instructional program
   1. Serves as instructional resource consultant and media specialist to teachers and students
   2. Uses an appropriate variety of media and teaching techniques in instructional situations
   3. Provides leadership in using newer technologies for instruction
   4. Provides library/media center orientation as needed
   5. Models and demonstrates the skills, concepts, attributes and/or thinking process to be learned by students
   6. Serves on committees involved with designing learning experiences for students, curriculum revision or textbook adoption, as needed
   7. Administers resource sharing and inter-library loan

B. Plans and implements the library/media center program of library/media skills
   1. Considers long-range and short-range objectives when planning instruction appropriate to subject and grade levels
   2. Demonstrates knowledge of the general curriculum and observes recommended steps of teaching when in formal instructional situations
   3. Encourages independent use of the facility, collection, and equipment by students and staff
   4. Communicates effectively with students and staff
   5. Analyzes test data and needs assessment to promote change

C. Promotes the development of reading skills and reading appreciation
   1. Conveys enthusiasm for books and reading
   2. Develops activities and/or provides individual guidance to motivate
   3. Uses varied techniques and instructional strategies for learning

D. Supports classroom teachers in their instructional units
   1. Provides a wide variety of resources and supplementary materials
   2. Assists in choosing and collecting appropriate materials
   3. Cooperatively plans and teaches content appropriate to library/media center objectives
   4. Designs and implements a functional library skills program
   5. Uses interdisciplinary units/references to connect content to the real world application

E. Provides resources for professional growth of faculty and staff
   1. Identifies and encourages use of materials from the library media center and professional library
   2. Informs staff of new materials and equipment in which they have special interest
   3. Suggests resources outside of the library/media center collections

II. Learning Climate

The Librarian Media Specialist:

A. Recognizes the critical role of information retrieval in the future of education
   1. Develops and implements policies and procedures for the operation of the library/media center
   2. Encourages the use of new technologies

B. Establishes and maintains an environment in which students and staff can work at productive levels
   1. Develops and implements policies and procedures for the operation of the library/media center
   2. Uses initiative to promote the flexible use of the library/media center by individuals, small groups and large groups for research, browsing, recreational, reading, viewing or listening
   3. Maintains the library/media center in a functional, attractive and orderly environment conducive to student learning
   4. Arranges and uses space and facilities in the library/media center to support the objectives of the instructional program, providing areas for various types of activities
   5. Assumes responsibility for proper use and care of library/media center facilities, materials and equipment

C. Manages student behavior in a constructive manner
   1. Promotes appropriate learner behavior
   2. Encourages student self-direction and responsibility for learning; maintains a productive balance between freedom and control
   3. Exercises consistency in discipline policies
   4. Corrects disruptive behavior constructively

D. Demonstrates competency in selection, acquisition circulation and maintenance of materials and equipment
   1. Selects materials and equipment which support the curriculum and promote the school's educational philosophy
   2. Uses approved business procedures for ordering and receiving materials and equipment
   3. Classifies, catalogues, processes and organizes for circulation of educational media and equipment
   4. Informs staff and students of new materials and equipment
   5. Assists in procedures for maintenance and repair of media equipment
   6. Periodically weeds and re-evaluates the collection to assure a current, attractive and well-balanced collection

E. Prepares statistical records and reports needed to administer the library/media center
   1. Maintains a current inventory of holdings to assure accurate records
   2. Prepares and submits to administrators such reports as are needed to promote short-and-long-term goals of the library/media center

F. Trains and supervises library/media center personnel to perform duties efficiently
   1. Trains and supervises clerks, aides, student assistants and/or adult volunteers to perform duties efficiently
   2. Trains and supervises library/media center personnel to circulate materials and equipment

G. Administers budgets according to needs and objectives of the library/media center within administrative guidelines
   1. Maintains budget based on needs and objectives of the library/media center within administrative guidelines
   2. Plans expenditures of allocated funds to meet short-term and long-term goals
   3. Keeps accurate records of all disbursements for the library/media center

H. Evaluates library/media center programs, services, facilities and material to assure optimum use

I. Uses time effectively, efficiently and professionally

III. Interpersonal Relationships

The Library/Media Specialist:

A. Demonstrates positive interpersonal relations with students
   1. Interacts with individual students in a mutually respectful and friendly manner
   2. Strives to be an available resource for all students
   3. Demonstrates understanding and acceptance of different views and values
   4. Gives constructive criticism and praise when appropriate

B. Demonstrates positive interpersonal relations with educational staff
   1. Initiates interaction with colleagues in planning instructional activities for students
   2. Shares ideas and methods with other teachers and staff
   3. Makes appropriate use of support staff services
   4. Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible

C. Demonstrates positive interpersonal relations with parents/patrons
   1. Provides a climate which encourages communication between the library/media center, parents or patrons
   2. Cooperates with parents in the best interests of the students
   3. Supports and participates in parent-teacher activities
   4. Handles complaints and/or challenged materials in a firm but friendly manner

IV. Professional Responsibilities

The Librarian/Media Specialist:

A. Participates in professional growth activities
   1. Keeps abreast of developments in library science and

issues related to teaching
2. Demonstrates commitment by participating in professional activities (e.g., professional organizations coursework workshops, conferences)

B. Follows the policies and procedures of the school district along with state and federal laws and regulations

C. Demonstrates a sense of professional responsibility
1. Completes duties promptly, dependably and accurately in accordance with established job description
2. Demonstrates a responsible attitude for student management throughout the entire building
3. Is punctual
4. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity
5. Demonstrates basic knowledge of computers and related parts and attends to simple connections and installations
6. Performance of duties is consistent with the professional code of ethics

EVALUATION
JOB CLASSIFICATION: LIBRARIAN

EVALUATEE: _____

EVALUATOR: _____

LEGEND:
0 Observed
Ø Not Observed
* Further Discussion Needed
N/A Not Applicable
? Clarification Needed
+ Strength
! Outstanding

I. Instructional Process

The Librarian/Media Specialist:

A. Recognizes leadership and serves as a catalyst in the instructional program
_____ 1. Serves as instructional resource consultant and media specialist to teachers and students
_____ 2. Uses an appropriate variety of media and teaching techniques in instructional situations
_____ 3. Provides leadership in using newer technologies for instruction
_____ 4. Provides library/media center orientation as needed
_____ 5. Models and demonstrates the skills, concepts, attributes and/or thinking process to be learned by students
_____ 6. Serves on committees involved with designing learning experiences for students, curriculum revision or textbook adoption, as needed
_____ 7. Administers resource sharing and inter-library loan

B. Plans and implements the library/media center program of library/media skills
_____ 1. Considers long-range and short-range objectives when planning instruction appropriate to subject and grade levels
_____ 2. Demonstrates knowledge of the general curriculum and observes recommended steps of teaching when in formal instructional situations
_____ 3. Encourages independent use of the facility, collection, and equipment by students and staff
_____ 4. Communicates effectively with students and staff
_____ 5. Analyzes test data and needs assessment to promote change

C. Promotes the development of reading skills and reading appreciation
_____ 1. Conveys enthusiasm for books and reading
_____ 2. Develops activities and/or provides individual guidance to motivate
_____ 3. Uses varied techniques and instructional strategies for learning

D. Supports classroom teachers in their instructional units
_____ 1. Provides a wide variety of resources and supplementary materials
_____ 2. Assists in choosing and collecting appropriate materials

_____ 3. Cooperatively plans and teaches content appropriate to library/media center objectives
_____ 4. Designs and implements a functional library skills program
_____ 5. Uses interdisciplinary units/references to connect content to the real world application

E. Provides resources for professional growth of faculty and staff
_____ 1. Identifies and encourages use of materials from the library media center and professional library
_____ 2. Informs staff of new materials and equipment in which they have special interest
_____ 3. Suggests resources outside of the library/media center collections

II. Learning Climate

The Librarian Media Specialist:

A. Recognizes the critical role of information retrieval in the future of education
_____ 1. Develops and implements policies and procedures for the operation of the library/media center
_____ 2. Encourages the use of new technologies

B. Establishes and maintains an environment in which students and staff can work at productive levels
_____ 1. Develops and implements policies and procedures for the operation of the library/media center
_____ 2. Uses initiative to promote the flexible use of the library/media center by individuals, small groups and large groups for research, browsing, recreational, reading, viewing or listening
_____ 3. Maintains the library/media center in a functional, attractive and orderly environment conducive to student learning
_____ 4. Arranges and uses space and facilities in the library/media center to support the objectives of the instructional program, providing areas for various types of activities
_____ 5. Assumes responsibility for proper use and care of library/media center facilities, materials and equipment

C. Manages student behavior in a constructive manner
_____ 1. Promotes appropriate learner behavior
_____ 2. Encourages student self-direction and responsibility for learning; maintains a productive balance between freedom and control
_____ 3. Exercises consistency in discipline policies
_____ 4. Corrects disruptive behavior constructively

D. Demonstrates competency in selection, acquisition circulation and maintenance of materials and equipment
_____ 1. Selects materials and equipment which support the curriculum and promote the school's educational philosophy
_____ 2. Uses approved business procedures for ordering and receiving materials and equipment
_____ 3. Classifies, catalogues, processes and organizes for

circulation of educational media and equipment

_____ 4. Informs staff and students of new materials and equipment

_____ 5. Assists in procedures for maintenance and repair of media equipment

_____ 6. Periodically weeds and re-evaluates the collection to assure a current, attractive and well-balanced collection

E. Prepares statistical records and reports needed to administer the library/media center

_____ 1. Maintains a current inventory of holdings to assure accurate records

_____ 2. Prepares and submits to administrators such reports as are needed to promote short-and-long-term goals of the library/media center

F. Trains and supervises library/media center personnel to perform duties efficiently

_____ 1. Trains and supervises clerks, aides, student assistants and/or adult volunteers to perform duties efficiently

_____ 2. Trains and supervises library/media center personnel to circulate materials and equipment

G. Administers budgets according to needs and objectives of the library/media center within administrative guidelines

_____1. Maintains budget based on needs and objectives of the library/media center within administrative guidelines

_____ 2. Plans expenditures of allocated funds to meet short-term and long-term goals

_____ 3. Keeps accurate records of all disbursements for the library/media center

_____ H. Evaluates library/media center programs, services, facilities and material to assure optimum use

_____ I. Uses time effectively, efficiently and professionally

III. Interpersonal Relationships

The Library/Media Specialist:

A. Demonstrates positive interpersonal relations with students

_____ 1. Interacts with individual students in a mutually respectful and friendly manner

_____ 2. Strives to be an available resource for all students

_____ 3. Demonstrates understanding and acceptance of different views and values

_____ 4. Gives constructive criticism and praise when appropriate

B. Demonstrates positive interpersonal relations with educational staff

_____ 1. Initiates interaction with colleagues in planning instructional activities for students

_____ 2. Shares ideas and methods with other teachers and staff

_____ 3. Makes appropriate use of support staff services

_____ 4. Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible

C. Demonstrates positive interpersonal relations with parents/patrons
_____ 1. Provides a climate which encourages communication between the library/media center, parents or patrons
_____ 2. Cooperates with parents in the best interests of the students
_____ 3. Supports and participates in parent-teacher activities
_____ 4. Handles complaints and/or challenged materials in a firm but friendly manner

IV. Professional Responsibilities

The Librarian/Media Specialist:

A. Participates in professional growth activities
_____ 1. Keeps abreast of developments in library science and issues related to teaching
_____ 2. Demonstrates commitment by participating in professional activities (e.g., professional organizations coursework workshops, conferences)

_____ B. Follows the policies and procedures of the school district along with state and federal laws and regulations

C. Demonstrates a sense of professional responsibility
_____ 1. Completes duties promptly, dependably and accurately in accordance with established job description
_____ 2. Demonstrates a responsible attitude for student management throughout the entire building
_____ 3. Is punctual
_____ 4. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity
_____ 5. Demonstrates basic knowledge of computers and related parts and attends to simple connections and installations
_____ 6. Performance of duties is consistent with the professional code of ethics

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATION: COUNSELOR

I. Instructional Leadership
   A. Provides direction for the school
      1. Involved in goal development for vision and mission of the school
      2. Uses needs assessment data for setting mission and goals
      3. Develops short and long range goals
      4. Develops goals which reflect societal needs and trends

   B. Provides for management of instruction
      1. Promotes the identification of instructional objectives
      2. Promotes instructional programming consistent with instructional objectives
      3. Monitors student progress toward achievement of instructional objectives
      4. Ensures program changes based upon student assessment data or other pertinent information

   C. Effectively implements evaluation strategies oriented toward improvement of instruction
      1. Informs the staff of evaluation process and expectations
      2. Demonstrates a knowledge of varied teaching strategies
      3. Demonstrates an understanding of the learning process
      4. Demonstrates effective observational skills
      5. Observes classroom instruction on a regular basis
      6. Provides regular feedback through conferencing and job targets
      7. Provides suggestions and/or job targets for improvement when identifying areas of concern

   D. Provides leadership for positive educational change
      1. Promotes a climate for change
      2. Recognizes the need for change and plans are monitored, evaluated and revised
      3. Involves all stakeholders in a systematic change process that is known and understood
      4. Involves stakeholders in the mission of the school

   E. Promotes on-going staff development
      1. Promotes staff awareness of new developments and ideas in education
      2. Focuses staff development activities upon the teaching/learning process
      3. Involves faculty in accessing and identifying staff development needs
      4. Involves faculty in implementing staff development activities

   F. Communicates standards of expected performance
      1. Communicates high academic expectations to students
      2. Communicates to teachers expectations for high instructional performance
      3. Communicates to parents/community the high expectations of the school

   G. Provides leadership for appropriate curriculum and organization of

personnel to staff the curriculum
1. Promotes curricular programs based on student needs and research
2. Seeks and considers staff input in development and implementation of curriculum designed to meet student needs

H. Creates a climate conducive to counseling
1. Displays nonjudgmental and accepting attitude
2. Shows respect for others through active listening
3. Maintains the confidentiality of student interviews
4. Provides opportunities for students to explore problems and weigh alternatives in decision making
5. Encourages students to set goals and assume responsibility for meeting them

I. Employs a variety of effective guidance and counseling procedures
1. Counsels with students individually
2. Counsels with students in small groups
3. Conducts class/large-group sessions on appropriate topics
4. Consults with parents and staff
5. Provides workshops for interested staff and parents

J. Provides for individual differences effectively
1. Responds positively to students' requests for help
2. Provides developmental activities emphasizing positive mental health
3. Communicates with students in a manner appropriate to age and level of understanding
4. Uses and interprets cumulative data to assist students
5. Assists in appropriate educational planning and placement with individual students
6. Systematically contacts students who need assistance
7. Barriers to learning are identified, clarified and addressed

K. Displays competent knowledge of guidance and counseling
1. Demonstrates knowledge of child/adolescent growth and development
2. Selects and administers appropriate test instruments and uses results appropriately
3. Displays knowledge of environmental factors and situations which affect students' behavior and development
4. Selects and uses guidance materials appropriate for the abilities and interests of students
5. Communicates knowledge of methods and techniques used to change student behavior

L. Uses guidance and counseling time effectively
1. Allots a realistic amount of time for specified

guidance activities
2. Is available to students at appointed time
3. Begins activities on time
4. Uses time effectively for each designated activity

M. Implements guidance programs effectively
1. Implements activities related to career exploration and planning
2. Analysis test data and needs assessment to assist with educational planning
3. Provides opportunities to enhance knowledge of self and others
4. Implements additional activities which meet the program objectives
5. Provides and implements testing program when appropriate

N. Demonstrates the ability to communicate effectively with students
1. Uses correct oral and written communication
2. Uses appropriate vocabulary
3. Presents ideas logically
4. Gives directions that are clear, concise, direct, and reasonable
5. Uses a variety of verbal and nonverbal techniques
6. Elicits and responds to questions
7. Summarizes effectively

II. Program Management
A. Organizes a systematic, developmental, guidance program
1. Uses formal and informal methods to assess student needs
2. Sets priorities for the guidance and counseling program based on student needs
3. Develops goals and objectives for a comprehensive guidance program
4. Determines desired student outcomes based on program goals and objectives
5. Develops a sequence of guidance program activities to meet stated goals and objectives
6. Communicates information concerning the objectives of the guidance program to students, staff and others
7. Designs and implements a system for the evaluation of the guidance program

B. Develops a structure for implementing the guidance program
1. Maintains an annual schedule of guidance events as well as a daily activity schedule
2. Establishes a referral process for counseling services and disseminates the procedure to staff and students
3. Coordinates and maintains a file of pupil guidance information including cumulative

data, referrals, plans and goals
4. Provides resources and guidance materials to meet program goals
5. Keeps an up-to-date listing of referral sources available outside of the school system
6. Maintains an attractive and accessible office atmosphere
7. Provides informative materials or activities designed to enhance the image of the guidance program

III. Interpersonal Relationships

A. Demonstrates positive interpersonal relations with students
1. Promotes positive self-image in students
2. Promotes students self-control
3. Makes an effort to know each student as an individual
4. Interacts with students in a mutually respectful and friendly manner
5. Gives constructive criticism and praise when appropriate
6. Is reasonably available to all students
7. Acknowledges the rights of others to hold differing views or values
8. Demonstrates understanding and acceptance of different racial, ethnic, cultural and religious groups
9. Uses discretion in handling confidential information and difficult situations

B. Demonstrates positive interpersonal relations with educational staff
1. Works cooperatively with colleagues in planning counseling activities
2. Shares ideas, materials and methods with other staff members
3. Makes appropriate use of support staff
4. Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible
5. Informs administrators and/or appropriate personnel of school-related matters

C. Demonstrates positive interpersonal relations with parents/patrons
1. Cooperates with parents in the best interest of the students
2. Provides a climate which opens up communication between counselor and parent
3. Supports and participates in parent-teacher activities
4. Promotes patron involvement with school
5. Initiates communication with parents when appropriate

IV. Professional Responsibilities

A. Participates in professional growth activities
   1. Demonstrates commitment by participation in professional activities (e.g., professional organizations, coursework, workshops, conferences)
   2. Takes advantage of opportunities to learn from colleagues, students, parents and community
   3. Keeps abreast of developments, subject matter and issues related to student learning

B. Follows the policies and procedures of the school district
   1. Strives to stay informed about policies and regulations applicable to his/her position
   2. Selects appropriate channels for resolving concerns/problems
   3. Adhere to Board Policy, Procedures and SBDM Policies

C. Assumes responsibilities outside the counseling center as they relate to the school
   1. Assumes necessary non-counseling responsibilities
   2. Exercises responsibility for student management throughout the entire building

D. Demonstrates a sense of professional responsibility
   1. Completes duties promptly and accurately
   2. Is punctual
   3. Provides accurate data to the school and district as requested for management purposes
   4. Carries out duties in accordance with established job description
   5. Uses the computer to do word processing, databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity
   6. Performance of duties is consistent with the professional code of ethics

EVALUATION
JOB CLASSIFICATION: COUNSELOR

EVALUATEE:_____SCHOOL:_____

EVALUATOR:_____DATE:_____

LEGEND:
0 Observed
Ø Not Observed
* Further Discussion Needed
N/A Not Applicable
? Clarification Needed
+ Strength
! Outstanding

I. Instructional Leadership

A. Provides direction for the school
_____1. Involved in goal development for vision and mission of school
_____2. Uses assessment data for setting goals
_____3. Develops short and long range goals
_____4. Develops goals which reflect societal needs and trends

B. Provides for management of instruction
_____1. Promotes the identification of instructional objectives
_____2. Promotes instructional programming consistent with instructional objectives
_____3. Monitors student progress toward achievement of instructional objectives
_____4. Ensures program changes based upon student assessment data or other pertinent information

C. Effectively implements evaluation strategies oriented toward improvement of instruction
_____1. Informs the staff of evaluation process and expectations
_____2. Demonstrates a knowledge of varied teaching strategies
_____3. Demonstrates an understanding of the learning process
_____4. Demonstrates effective observational skills
_____5. Observes classroom instruction on a regular basis
_____6. Provides regular feedback through conferencing and job targets
_____7. Provides suggestions and/or job targets for improvement when identifying areas of concern

D. Provides leadership for positive educational change
_____1. Promotes a climate for change
_____2. Recognizes the need for change and plans are monitored, evaluated and revised
_____3. Involves all stakeholders in a systematic change process that is known and understood
_____4. Involves all stakeholders in the mission of the school

E. Promotes on-going staff development
_____1. Promotes staff awareness of new developments and ideas in education
_____2. Focuses staff development activities upon the teacher/learning process
_____3. Involves faculty in accessing and identifying staff development needs
_____4. Involves faculty in implementing staff development activities

F. Communicates standards of expected performance
_____ 1. Communicates high academic expectations to students
_____ 2. Communicates to teachers expectations for high instructional performance
_____ 3. Communicates to parents/community the high expectations of the school

G. Provides leadership for appropriate curriculum and organization of personnel to staff the curriculum
_____ 1. Promotes curricular programs based on student needs and research
_____ 2. Seeks and considers staff input in development and implementation of curriculum designed to meet student needs

H. Creates a climate conducive to counseling
_____ 1. Displays nonjudgmental and accepting attitude
_____ 2. Shows respect for others through active listening
_____ 3. Maintains the confidentiality of student interviews
_____ 4. Provides opportunities for students to explore problems and weigh alternatives in decision making
_____ 5. Encourages students to set goals and assume responsibility for meeting them

I. Employs a variety of effective guidance and counseling procedures
_____ 1. Counsels with students individually
_____ 2. Counsels with students in small groups
_____ 3. Conducts class/large-group sessions on appropriate topics
_____ 4. Consults with parents and staff
_____ 5. Provides workshops for interested staff and parents

J. Provides for individual differences effectively
_____ 1. Responds positively to students' requests for help
_____ 2. Provides developmental activities emphasizing positive mental health
_____ 3. Communicates with students in a manner appropriate to age and level of understanding
_____ 4. Uses and interprets cumulative data to assist students
_____ 5. Assists in appropriate educational planning and placement with individual students
_____ 6. Systematically contacts students who need assistance
_____ 7. Barriers to learning are identified, clarified and addressed

K. Displays competent knowledge of guidance and counseling
_____ 1. Demonstrates knowledge of child/adolescent growth and development
_____ 2. Selects and administers appropriate test

instruments and uses results appropriately
_____ 3. Displays knowledge of environmental factors and situations which affect students' behavior and development
_____ 4. Selects and uses guidance materials appropriate for the abilities and interests of students
_____ 5. Communicates knowledge of methods and techniques used to change student behavior

L. Uses guidance and counseling time effectively
_____ 1. Allots a realistic amount of time for specified guidance activities
_____ 2. Is available to students at appointed times
_____ 3. Begins activities on time
_____ 4. Uses time effectively for each designated activity

M. Implements guidance programs effectively
_____ 1. Implements activities related to career exploration and planning
_____ 2. Analysis test data and needs assessment to assist with planning
_____ 3. Provides opportunities to enhance knowledge of self and others
_____ 4. Implements additional activities which meet the program objectives
_____ 5. Provides and implements testing program when appropriate

N. Demonstrates the ability to communicate effectively with students
_____ 1. Uses correct oral and written communication
_____ 2. Uses appropriate vocabulary
_____ 3. Presents ideas logically
_____ 4. Gives directions that are clear, concise, direct, and reasonable
_____ 5. Uses a variety of verbal and nonverbal techniques
_____ 6. Elicits and responds to questions
_____ 7. Summarizes effectively

II. Program Management
A. Organizes a systematic, developmental, guidance program
_____ 1. Uses formal and informal methods to assess student needs
_____ 2. Sets priorities for the guidance and counseling program based on student needs
_____ 3. Develops goals and objectives for a comprehensive guidance program
_____ 4. Determines desired student outcomes based on program goals and objectives
_____ 5. Develops a sequence of guidance program activities to meet stated goals and objectives
_____ 6. Communicates information concerning the objectives of the guidance program to students, staff and others
_____ 7. Designs and implements a system for the

evaluation of the guidance program

B. Develops a structure for implementing the guidance program

_____ 1. Maintains an annual schedule of guidance events as well as a daily activity schedule

_____ 2. Establishes a referral process for counseling services and disseminates the procedure to staff and students

_____ 3. Coordinates and maintains a file of pupil guidance information including cumulative data, referrals, plans and goals

_____ 4. Provides resources and guidance materials to meet program goals

_____ 5. Keeps an up-to-date listing of referral sources available outside of the school system

_____ 6. Maintains an attractive and accessible office atmosphere

_____ 7. Provides informative materials or activities designed to enhance the image of the guidance program

III. Interpersonal Relationships

A. Demonstrates positive interpersonal relations with students

_____ 1. Promotes positive self-image in students

_____ 2. Promotes students self-control

_____ 3. Makes an effort to know each student as an individual

_____ 4. Interacts with students in a mutually respectful and friendly manner

_____ 5. Gives constructive criticism and praise when appropriate

_____ 6. Is reasonably available to all students

_____ 7. Acknowledges the rights of others to hold differing views or values

_____ 8. Demonstrates understanding and acceptance of different racial, ethnic, cultural and religious groups

_____ 9. Uses discretion in handling confidential information and difficult situations

B. Demonstrates positive interpersonal relations with educational staff

_____ 1. Works cooperatively with colleagues in planning counseling activities

_____ 2. Shares ideas, materials and methods with other staff members

_____ 3. Makes appropriate use of support staff

_____ 4. Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible

_____ 5. Informs administrators and/or appropriate personnel of school-related matters

C. Demonstrates positive interpersonal relations with parents/patrons

_____ 1. Cooperates with parents in the best interest of the students

_____ 2. Provides a climate which opens up communication between counselor and parent

_____ 3. Supports and participates in parent-teacher activities

_____ 4. Promotes patron involvement with school

_____ 5. Initiates communication with parents when appropriate

IV. Professional Responsibilities

A. Participates in professional growth activities

_____ 1. Demonstrates commitment by participation in professional activities (e.g., professional organizations, coursework, workshops, conferences)

_____ 2. Takes advantage of opportunities to learn from colleagues, students, parents and community

_____ 3. Keeps abreast of developments in subject matter and issues related to student learning

B. Follows the policies and procedures of the school district

_____ 1. Strives to stay informed about policies and regulations applicable to his/her position

_____ 2. Selects appropriate channels for resolving concerns/problems

_____ 3. Adhere to Board Policy, Procedures and SDBM Policies

C. Assumes responsibilities outside the counseling center as they relate to the school

_____ 1. Assumes necessary non-counseling responsibilities

_____ 2. Exercises responsibility for student management throughout the entire building

D. Demonstrates a sense of professional responsibility.

_____ 1. Completes duties promptly and accurately

_____ 2. Is punctual

_____ 3. Provides accurate data to the school and district as requested for management purposes

_____ 4. Carries out duties in accordance with established job description

_____ 5. Uses the computer to do word processing, databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity

_____ 6. Performance of duties is consistent with the professional code of ethics

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATION: ADMINISTRATOR

1. Instructional Leadership

   A. Provides for organization and management of instruction throughout the district
      1. Ensures that instructional objectives are identified for all levels of instruction which support the mission and vision
      2. Monitors district-wide student progress toward achievement of instructional objectives, vision and mission
      3. Ensures that program changes are based upon student assessment data, demographics and other pertinent data

   B. Provides for positive instructional/educational change
      1. Recognizes the need for improvement
      2. Promotes a climate for improvement within the district and plans are monitored, evaluated and revised
      3. Ensures that the improvement process involves appropriate stakeholders and progress toward the mission and vision are communicated
      4. Involves all stakeholders in the mission of the district

   C. Provides leadership for curriculum development and the organization of personnel to implement the curriculum
      1. Ensures that district curricula are based upon student needs and research
      2. Ensures that the district's curricula are consistent with learner outcomes
      3. Diversity is considered in developing learning experiences and policies
      4. Multiple opportunities to learn are available to students and is assessed using a variety of techniques

   D. Provides positive direction and leadership to fellow administrators
      1. Keeps co-workers fully informed on issues, needs and operations related to the instructional program
      2. Offers professional advice to the superintendent or his assistant with recommendations based on thorough study, research and analysis
      3. Barriers to learning are identified, clarified and addressed

II. Program Management
   A. Demonstrates effective communication skills
      1. Establishes effective, on-going communications with co-workers and teachers
      2. Establishes effective lines of communication among students, parents, and community
      3. Provides district personnel with clear and concise information about the instructional program
      4. Comprehensive program of community relations and public relations is established

B. Demonstrates effective problem-solving and decision-making skills
   1. Identifies and analyzes pertinent elements in a problem situation
   2. Establishes priorities and seeks relevant data
   3. Considers alternative solutions before making decisions
   4. Makes logical decisions based upon available information

C. Demonstrates effective organizational skills
   1. Manages time efficiently
   2. Prioritizes tasks and functions
   3. Uses resources in an optimal manner
   4. Delegates responsibility and authority when appropriate
   5. Completes duties promptly, on schedule and accurately
   6. Confidentiality and privacy of school records are maintained

D. Program Specifics (See D on following pages for program specifics)

III. Interpersonal Relationships

A. Demonstrates positive, professional relationships with district personnel and students
   1. Is visible and accessible
   2. Maintains consistent behavior when dealing with staff
   3. Seeks staff opinions and feelings regarding school-related problems
   4. Works cooperatively with colleagues
   5. Shares ideas, materials, and techniques
   6. Informs co-workers and/or appropriate personnel of school-related matters
   7. Provides positive reinforcement and recognizes staff, administrators and students for their efforts and accomplishments

B. Demonstrates positive relationships with parents/students/community
   1. Seeks support of parents/community to meet student needs
   2. Seeks input and involvement through parent/community relations
   3. Supports and participates in parent/community activities
   4. Existing resources are used in support of the school vision and goals
   5. School district/community serve one another as resources

IV. Professional Responsibilities

A. Provides recommendations for development of instructional policies and procedures
   1. Stays informed regarding policies and regulations applicable to the instructional program

2. Reviews existing policies and procedures and makes recommendations for change to the superintendent
3. Applies state and federal laws, district policy and and procedures fairly, wisely and considerately

B. Participates in professional growth activities
1. Demonstrates commitment by participation in professional activities (professional organizations, coursework, workshops, conferences)
2. Takes advantage of opportunities to learn from colleagues, students, parents and community
3. Keeps abreast of developments in subject matter and issues related to teaching and learning
4. Life long learning is modeled and encouraged

C. Demonstrates a sense of professional responsibility
1. Completes duties promptly and accurately
2. Is punctual, fulfills legal and contractual obligations
3. Provides accurate data to the district and schools as necessary for management purposes
4. Uses the computer to do word processing, create data bases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity
5. Performance of duties is consistent with the professional code of ethics

EVALUATION
JOB CLASSIFICATION: ADMINISTRATOR

EVALUATEE: _____

EVALUATOR: _____DATE:_____

LEGEND:
0 Observed
Ø Not Observed
* Further Discussion Needed
N/A Not Applicable
? Clarification
+ Strength
! Outstanding

1. Instructional Leadership

A. Provides for organization and management of instruction throughout the district
_____1. Ensures that instructional objectives are identified for all levels of instruction which support the mission and vision
_____2. Monitors district-wide student progress toward achievement of instructional objectives, vision and mission
_____3. Ensures that program changes are based upon student assessment data, demographics and other pertinent data

B. Provides for positive instructional/educational change
_____1. Recognizes the need for improvement
_____2. Promotes a climate for improvement within the district and plans are monitored, evaluated and revised
_____3. Ensures that the improvement process involves appropriate stakeholders and progress toward the mission and vision is communicated
_____4. Involves all stakeholders in the mission of the district

C. Provides leadership for curriculum development and the organization of personnel to implement the curriculum
_____1. Ensures that district curricula are based upon student needs and research
_____2. Ensures that the district's curricula are consistent with learner outcomes
_____3. Diversity is considered in developing learning experiences and policies
_____4. Multiple opportunities to learn are available to students and is assess using a variety of techniques

D. Provides positive direction and leadership to fellow administrators
_____1. Keeps co-workers fully informed on issues, needs and operations related to the instructional program
_____2. Offers professional advice to the superintendent or his assistant with recommendations based on thorough study, research and analysis
_____3. Barriers to learning are identified, clarified and addressed

II. Program Management

A. Demonstrates effective communication skills

_____1. Establishes effective, on-going communications with co-workers and teachers

_____2. Establishes effective lines of communication among students, parents, and community

_____3. Provides district personnel with clear and concise information about the instructional program

_____4. Comprehensive program of community relations and public relations is established

B. Demonstrates effective problem-solving and decision-making skills

_____1. Identifies and analyzes pertinent elements in a problem situation

_____2. Establishes priorities and seeks relevant data

_____3. Considers alternative solutions before making decisions

_____4. Makes logical decisions based upon available information

C. Demonstrates effective organizational skills

_____1. Manages time efficiently

_____2. Prioritizes tasks and functions

_____3. Uses resources in an optimal manner

_____4. Delegates responsibility and authority when appropriate

_____5. Completes duties promptly, on schedule and accurately

_____6. Confidentiality and privacy of school records are maintained

D. Program specifics (See D for program specifics)

III. Interpersonal Relationships

A. Demonstrates positive, professional relationships with district personnel

_____1. Is visible and accessible

_____2. Maintains consistent behavior when dealing with staff

_____3. Seeks staff opinions and feelings regarding school-related problems

_____4. Works cooperatively with colleagues

_____5. Shares ideas, materials, and techniques

_____6. Informs co-workers and/or appropriate personnel of school-related matters

_____7. Provides positive reinforcement and recognizes staff, administrators and students for their efforts and accomplishments

B. Demonstrates positive relationships with parents/students/community

_____1. Seeks support of parents/community to meet student needs

_____2. Seeks input and involvement through parent/

community relations

_____3. Supports and participates in parent/community activities

_____4. Existing resources are used in support of the school vision and goals

_____5. School district and community serve one another as resources

IV. Professional Responsibilities

A. Provides recommendations for development of instructional policies and procedures

_____1. Stays informed regarding policies and regulations applicable to the instructional program

_____2. Reviews existing policies and procedures and makes recommendations for change to the superintendent

_____3. Applies state and federal laws, district policy and procedures fairly, wisely and considerately

B. Participates in professional growth activities

_____1. Demonstrates commitment by participation in professional activities (professional organizations, coursework, workshops, conferences)

_____2. Takes advantage of opportunities to learn from colleagues, students, parents and community

_____3. Keeps abreast of developments in subject matter and issues related to teaching and learning

_____4. Life long learning is modeled and encouraged

C. Demonstrates a sense of professional responsibility

_____1. Completes duties promptly and accurately

_____2. Is punctual, fulfills legal and contractual obligations

_____3. Provides accurate data to the district and schools as necessary for management purposes

_____4. Uses the computer to do word processing, create data bases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity

_____5. Performance of duties is consistent with the professional code of ethics

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATION: TITLE II

D. Program Specifics: Title II

1. Writes, submits, and implements Title II funding grants
2. Monitors and maintains budget
3. Coordinates staff development and training above required staff development hours
4. Provides local planning meeting with appropriate personnel
5. Evaluates Title II program

EVALUATION
JOB CLASSIFICATION: TITLE II

EVALUATEE: _____

EVALUATOR: _____

LEGEND:
0 Observed
Ø Not observed
* Further discussion needed
N/A Not Applicable
? Clarification
+ Strength
! Outstanding

D. Program Specifics: Title II

_____1. Writes, submits, and implements Title II funding grants
_____2. Monitors and maintains budget
_____3. Coordinates staff development and training above required staff development hours
_____4. Provides local planning meeting with appropriate personnel
_____5. Evaluates Title II program

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATION: TITLE IV

D. Program Specifics: Title IV

1. Writes, submits, and implements Title IV funding grants
2. Monitors and maintains budget
3. Coordinates staff development and training above required staff development hours
4. Provides local planning meeting with appropriate personnel
5. Evaluates Title IV program

EVALUATION
JOB CLASSIFICATION: TITLE IV

EVALUATEE: _____

EVALUATOR: _____

LEGEND:
0 Observed
Ø Not observed
* Further discussion needed
N/A Not Applicable
? Clarification
+ Strength
! Outstanding

D. Program Specifics: Title IV

_____1. Writes, submits, and implements Title IV funding grants
_____2. Monitors and maintains budget
_____3. Coordinates staff development and training above required staff development hours
_____4. Provides local planning meeting with appropriate personnel
_____5. Evaluates Title IV program

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATION: ASSESSMENT COORDINATOR

D. Program Specifics
   1. Serve as the primary contact between the local school district and the CTBS Student Assessment and School Accountability Program
   2. Attend KDE sponsored assessment and accountability meetings
   3. Conduct in-service activities and initiate other communications as necessary
   4. Communicate with appropriate staff regarding definitions, timelines, formats, etc., for completing assessment activities and compiling data
   5. Assist teachers, principals, and counselors with questions, problems, and concerns regarding the assessment process
   6. Facilitate the implementation of all assessment and accountability activities throughout the district
   7. Trouble-shoot assessment and accountability implementation problems
   8. Receive, distribute, and return test assessment and portfolio materials
   9. Facilitate distribution and return of assessment materials
   10. Register students in accountability grades with state testing agency
   11. Monitor and certify data used in cognitive and non-cognitive indicators included in the accountability index
   12. Generate, update, and report data to KDE and testing agency as relevant to the accountability index
   13. Assist in identification of cluster leaders
   14. Schedule and monitor portfolio information, scoring, and re-scoring sessions
   15. Ensure that teachers are trained to score accountability portfolios
   16. Assist teachers in integrating instruction and assessment
   17. Distribute training schedules
   18. Coordinate staff development programs for principals, counselors, teachers, parents, school council and board members in understanding assessment processes
   19. Ensure that the proper procedures for portfolio scoring and assessment scoring have been followed

EVALUATION
JOB CLASSIFICATION: ASSESSMENT COORDINATOR

EVALUATEE: _____

EVALUATOR: _____

LEGEND:
0 Observed
Ø Not observed
* Further discussion needed
N/A Not Applicable
? Clarification
+ Strength
! Outstanding

D. Program Specifics

_____1. Serve as the primary contact between the local school district and the CTBS Student Assessment and School Accountability Program
_____2. Attend KDE sponsored assessment and accountability meetings
_____3. Conduct in-service activities and initiate other communications as necessary
_____4. Communicate with appropriate staff regarding definitions, timelines, formats, etc., for completing assessment activities and compiling data
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_____6. Facilitate the implementation of all assessment and accountability activities throughout the district
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____15. Ensure that teachers are trained to score accountability portfolios
____16. Assist teachers in integrating instruction and assessment
____17. Distribute training schedules
____18. Coordinate staff development programs for principals, counselors, teachers, parents, school council and board members in understanding assessment processes

____19. Ensure that the proper procedures for portfolio scoring and assessment scoring have been followed

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATION: EXTENDED SCHOOL SERVICES

D. Program Specifics: ESS Coordinators

1. Oversees the allocation of ESS funds to individual schools
2. Makes sure that ESS expenditures are consistent with state and district financial accounting guidelines and procedures
3. Monitors each school's ESS expenditures for correlation with their approved program and budget
4. Ensures ESS accounting is up-to-date
5. Meets with ESS staff periodically to discuss program implementation
6. Monitors maintenance of ESS student records at school sites
7. Arranges professional development opportunities for ESS personnel
8. Encourages building principals and ESS coordinators to communicate high expectations for the ESS program
9. Ensures that all reports pertaining to ESS are completed and returned to the KDE accurately and in a timely manner
10. Attempts to link ESS services to curriculum and assessment initiatives
11. Prepares the ESS district budget for board and KDE approval
12. Chairs a district ESS planning and evaluation committee
13. Provides principals and building coordinators with monthly ESS financial statements
14. Oversees the KDE's guidelines for planning and implementing an effective Extended School Services program

EVALUATION
JOB CLASSIFICATION: EXTENDED SCHOOL SERVICES

EVALUATEE: _____

EVALUATOR: _____

LEGEND: 0 Observed ? Clarification
Ø Not observed + Strength
* Further Discussion Needed ! Outstanding
N/A Not Applicable

D. Program Specifics: ESS Coordinators

_____1. Oversees the allocation of ESS funds to individual schools
_____2. Makes sure that ESS expenditures are consistent with state and district financial accounting guidelines and procedures
_____3. Monitors each school's ESS expenditures for correlation with their approved program and budget
_____4. Ensures ESS accounting is up-to-date
_____5. Meets with ESS staff periodically to discuss program implementation
_____6. Monitors maintenance of ESS student records at school sites
_____7. Arranges professional development opportunities for ESS personnel
_____8. Encourages building principals and ESS coordinators to communicate high expectations for the ESS program
_____9. Ensures that all reports pertaining to ESS are completed and returned to the KDE accurately and in a timely manner
____10. Attempts to link ESS services to curriculum and assessment initiatives
____11. Prepares the ESS district budget for board and KDE approval
____12. Chairs a district ESS planning and evaluation committee
____13. Provides principals and building coordinators with monthly ESS financial statements
____14. Oversees the KDE's guidelines for planning and implementing an effective Extended School Services program

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATION: TITLE I COORDINATOR

D. Program Specifics: Title I Coordinator

1. Administers the finances of the program
2. Implements systematic plan for obtaining program goals and outcomes
3. Implements federal, state, and local board policies and directives
4. Provides good working environment
5. Supervises and evaluates employees
6. Coordinates the decision-making processes
7. Maintains records and submits reports
8. Maintains required/necessary working committees
9. Keeps abreast of current regulations related to Title I program

EVALUATION
JOB CLASSIFICATION: TITLE I COORDINATOR

EVALUATEE: _____

EVALUATOR: _____

LEGEND:	0 Observed	?	Clarification
	Ø Not observed	+	Strength
	* Further Discussion Needed	!	Outstanding
	N/A Not Applicable		

D. Program Specifics: Title I Coordinator

_____1. Administers the finances of the program
_____2. Implements systematic plan for obtaining program goals and outcomes
_____3. Implements federal, state, and local board policies and directives
_____4. Provides good working environment
_____5. Supervises and evaluates employees
_____6. Coordinates the decision-making processes
_____7. Maintains records and submits reports
_____8. Maintains required/necessary working committees
_____9. Keeps abreast of current regulations related to Title I program

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATION: PROFESSIONAL DEVELOPMENT COORDINATOR

D. Program Specifics: Professional Development Coordinator
   1. Facilitates needs assessment
   2. Provides technical assistance to school councils or professional development committees
   3. Chairs the district's professional development committee
   4. Coordinates the planning, implementation, and evaluation of the professional development plan in conjunction with schools and consortium
   5. Meets regularly with administrators and teachers to establish future goals and identify specific training needs
   6. Coordinates procedures, timetables, form preparation, workshop sites, and all other elements of training
   7. Maintains professional development records
   8. Interprets the professional development plan objectives needs, and results to all interested audiences
   9. Stays current in field of professional development
   10. Maintains liaison with KDE, RSC, and consortium

EVALUATION
JOB CLASSIFICATION: PROFESSIONAL DEVELOPMENT COORDINATOR

EVALUATEE: _____

EVALUATOR: _____DATE:_____

LEGEND:	0	Observed	? Clarification
	Ø	Not Observed	+ Strength
	*	Further Discussion Needed	! Outstanding
	N/A	Not Applicable	

D. Program Specifics: Professional Development Coordinator

_____1. Facilitates needs assessment
_____2. Provides technical assistance to school councils or professional development committees
_____3. Chairs the district's professional development committee
_____4. Coordinates the planning, implementation, and evaluation of the professional development plan in conjunction with schools and consortium
_____5. Meets regularly with administrators and teachers to establish future goals and identify specific training needs
_____6. Coordinates procedures, timetables, form preparation, workshop sites, and all other elements of training
_____7. Maintains professional development records
_____8. Interprets the professional development plan objectives needs, and results to all interested audiences
_____9. Stays current in field of professional development
____10. Maintains liaison with KDE, RSC, and consortium

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATION: DIRECTOR OF HEADSTART

D. Program Specifics
1. Monitors MBO Plan
2. Provides for on-going observation, recording and evaluation of each child's growth and development for the purpose of planning activities to suit individual needs of each child
3. Assures that centers meet Headstart and licensure requirements
4. Assesses and supplies each center with adequate developmentally appropriate indoor and outdoor equipment and materials
5. Monitors an educational plan in Headstart classrooms and offers a variety of experiences helping children develop socially, emotionally and physically
6. Arranges staff training in preparation of daily program and activity development
7. Arranges parent trainings and learning experiences
8. Utilizes special education resources in the state and local communities to provide adequate learning experiences
9. Monitors procedures for recruitment of children
10. Prepares grant application for the program
11. Prepares budget according to state and federal guidelines
12. Monitors health records and folders

EVALUATION
JOB CLASSIFICATION: DIRECTOR OF HEADSTART

EVALUATEE: _____

EVALUATOR: _____

LEGEND:	0 Observed	?	Clarification
	Ø Not Observed	+	Strength
	* Further Discussion Needed	!	Outstanding
	N/A Not Applicable		

D. Program Specifics

_____1. Monitors MBO Plan

_____2. Provides for on-going observation, recording and evaluation of each child's growth and development for the purpose of planning activities to suit individual needs of each child

_____3. Assures that centers meet Headstart and licensure requirements

_____4. Assesses and supplies each center with adequate developmentally appropriate indoor and outdoor equipment and materials

_____5. Monitors an educational plan in Headstart classrooms and offers a variety of experiences helping children develop socially, emotionally and physically

_____6. Arranges staff training in preparation of daily program and activity development

_____7. Arranges parent trainings and learning experiences

_____8. Utilizes special education resources in the state and local communities to provide adequate learning experiences

_____9. Monitors procedures for recruitment of children

____10. Prepares grant application for the program

____11. Prepares budget according to state and federal guidelines

____12. Monitors health records and folders

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATION: SCHOOL PSYCHOLOGIST

D. Program Specifics

1. Follows guidelines as set by APA
2. Engages in clinical supervision
3. Consults on intervention strategies
4. Maintains test protocols and reports
5. Coordinates information about service delivery and staffing patterns
6. Does evaluation of referred student on all handicapping conditions
7. Member of ARC to interpret test results and recommend intervention

EVALUATION
JOB CLASSIFICATION: SCHOOL PSYCHOLOGIST

EVALUATEE: _____

EVALUATOR: _____DATE:_____

LEGEND:	0	Observed	? Clarification
	Ø	Not observed	+ Strength
	*	Further Discussion Needed	! Outstanding
	N/A	Not Applicable	

D. Program Specifics

_____1. Follows guidelines as set by APA
_____2. Engages in clinical supervision
_____3. Consults on intervention strategies
_____4. Maintains test protocols and reports
_____5. Coordinates information about service delivery and staffing patterns
_____6. Does evaluation of referred student on all handicapping conditions
_____7. Member of ARC to interpret test results and recommend intervention

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATION: TECHNOLOGY COORDINATOR

D. Program Specifics: Technology Coordinator

1. Chairs district technology committee
2. Provides direction/leadership for school and district technology implementation
3. Provides for organization and management of technology throughout the district
4. Communicates standards of expected performance relating to use of technology by school personnel and students
5. Organizes staff development activities relating to technology
6. Develops district technology budget consistent with established priorities, fiscal practices, and state technology allocations
7. Ensures that appropriate accounting and control procedures are applied to all technology fiscal transactions
8. Establishes inventory procedures consistent with state and district guidelines
9. Ensures compliance with statutes, rules, and regulations relating to technology programs
10. Arranges maintenance of technology equipment and software

EVALUATION
JOB CLASSIFICATION: TECHNOLOGY COORDINATOR

EVALUATEE: _____

EVALUATOR: _____DATE:_____

LEGEND:	0	Observed	? Clarification
	Ø	Not Observed	+ Strength
	*	Further Discussion Needed	! Outstanding
	N/A	Not Applicable	

D. Program Specifics: Technology Coordinator

_____1. Chairs district technology committee
_____2. Provides direction/leadership for school and district technology implementation
_____3. Provides for organization and management of technology throughout the district
_____4. Communicates standards of expected performance relating to use of technology by school personnel and students
_____5. Organizes staff development activities relating to technology
_____6. Develops district technology budget consistent with established priorities, fiscal practices, and state technology allocations
_____7. Ensures that appropriate accounting and control procedures are applied to all technology fiscal transactions
_____8. Establishes inventory procedures consistent with state and district guidelines
_____9. Ensures compliance with statutes, rules, and regulations relating to technology programs
____10. Arranges maintenance of technology equipment and software

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATION: TEXTBOOK COORDINATOR

D. Program Specifics: Textbook Coordinator
   1. Contacts book companies and disseminates book samples
   2. Organizes and plans review meeting for textbook adoption committees
   3. Coordinates and implements a six-year district wide adoption cycle with state
   4. Monitors textbook budgets consistent with state guidelines
   5. Monitors school's textbook inventory

EVALUATION
JOB CLASSIFICATION: TEXTBOOK COORDINATOR

EVALUATEE: _____ SCHOOL: _____

EVALUATOR: _____ DATE: _____

LEGEND:	0	Observed	? Clarification Needed
	Ø	Not Observed	+ Strength
	*	Further Discussion Needed	! Outstanding
	N/A	Not Applicable	

D. Program Specifics: Textbook Coordinator

____ 1. Contacts book companies and disseminates book samples

____ 2. Organizes and plans review meeting for textbook adoption committees

____ 3. Coordinates and implements a six-year district-wide adoption cycle with state

____ 4. Monitors textbook budgets consistent with state guidelines

____ 5. Monitors school's textbook inventory

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATION: GIFTED AND TALENTED COORDINATOR

D. Program Specifics: Gifted and Talented

1. Writes grant and submits to Johnson County Board of Education and Kentucky Department of Education for approval
2. Maintains program initiatives
3. Circulates in all schools on a regular basis
4. Maintains and monitors budget
5. Manages communication related to program
6. Is responsive to individual school needs
7. Responds to program request in a timely manner

EVALUATION
JOB CLASSIFICATION: GIFTED AND TALENTED COORDINATOR

EVALUATEE: _____

EVALUATOR: _____ DATE: _____

LEGEND:	O	Observed	? Clarification
	Ø	Not Observed	+ Strength
	*	Further Discussion Needed	! Outstanding
	N/A	Not Applicable	

D. Program Specifics: Gifted and Talented

_____1. Writes grant and submits to Johnson County Board of Education and Kentucky Department of Education for approval
_____2. Maintains program initiatives
_____3. Circulates in all schools on a regular basis
_____4. Maintains and monitors budget
_____5. Manages communication related to program
_____6. Is responsive to individual school needs
_____7. Responds to program request in a timely manner

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATON: PARENT INVOLVEMENT COORDINATOR

D. Program Specifics: Parent Involvement Coordinator

1. Writes and submits Parent Involvement Plan
2. Coordinates and chairs parent involvement district committees
3. Coordinates and guides school parent involvement committees
4. Maintains program initiatives
5. Circulates in all schools on a regular basis

EVALUATION
JOB CLASSIFICATION: PARENT INVOLVEMENT COORDINATOR

EVALUATEE: _____

EVALUATOR: _____DATE:_____

LEGEND:	0	Observed	? Clarification
	Ø	Not Observed	+ Strength
	*	Further Discussion Needed	! Outstanding
	N/A	Not Applicable	

D. Program Specifics: Parent Involvement Coordinator

_____1. Writes and submits Parent Involvement Plan
_____2. Coordinates and chairs parent involvement district committees
_____3. Coordinates and guides school parent involvement committees
_____4. Maintains program initiatives
_____5. Circulates in all schools on a regular basis

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATION: MEDIA SPECIALIST/WRITER

D. Program Specifics: Media Specialist/Writer
   1. Assist in providing publications in an attractive and cost effective manner
   2. Research and write articles for district publication
   3. Produce timely and accurate targeted newsletters and other publications
   4. Participate in determining publication themes or targeted populations
   5. Contribute to efforts to design and prepare accurate timely documents with highest possible leadership
   6. Communicate with appropriate personnel regarding suggestions for creative and effective story ideas
   7. Edits, rewrites, sets and proofreads a variety of materials, assures accuracy and copy as appropriate
   8. Operates a typewriter, computer or word processor and a variety of other office equipment
   9. Perform related duties as assigned
   10. Knowledge of:
      a. Writing and word processing skills
      b. Oral and written communication skills
      c. Basic research methods
      d. Technical aspects of field of specialty
      e. Basic record-keeping techniques
   11. Ability to:
      a. Communicate effectively both orally and in writing
      b. Establish and maintain cooperative and effective working relationships with others
      c. Work independently with little direction
      d. Understand and follow oral and written directions
      e. Operate a computer terminal, typewriter or word processor and a variety of other office equipment

EVALUATION
JOB CLASSIFICATION: MEDIA SPECIALIST/WRITER

EVALUATEE:_____

EVALUATOR:_____DATE:_____

LEGEND: 0 Observed ? Clarification Needed
Ø Not Observed + Strength
* Further Discussion Needed ! Outstanding
N/A Not Applicable

D. Program Specifics: Media Specialist/Writer

_____1. Assist in providing publications in an attractive and cost effective manner
_____2. Research and write articles for District publication
_____3. Produce timely and accurate targeted newsletters and other publications
_____4. Participate in determining publication themes or targeted populations
_____5. Contribute to efforts to design and prepare accurate timely documents with highest possible leadership
_____6. Communicate with appropriate personnel regarding suggestions for creative and effective story ideas
_____7. Edits, rewrites, sets and proofreads a variety of materials, assures accuracy and copy as appropriate
_____8. Operates a typewriter, computer or word processor and a variety of other office equipment
_____9. Perform related duties as assigned
10. Knowledge of:
_____a. Writing and word processing skills
_____b. Oral and written communication skills
_____c. Basic research methods
_____d. Technical aspects of field of specialty
_____e. Basic record-keeping techniques
11. Ability to:
_____a. Communicate effectively both orally and in writing.
_____b. Establish and maintain cooperative and effective working relationships with others
_____c. Work independently with little direction
_____d. Understand and follow oral and written directions
_____e. Operate a computer terminal, typewriter or word processor and a variety of other office equipment

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATION: TRANSPORTATION DIRECTOR/ASSISTANT

D. Program Specifics: Transportation Director

1. Has a knowledge of laws which regulate transportation of students
2. Keeps current on changes made by the state regarding transportation of students
3. Develop a transportation plan and budget for approval by the board on a yearly basis
4. Arranges physical examinations for all drivers
5. Spot checks drivers by riding buses occasionally
6. Develops and recommends policies to board regarding transportation
7. Maintains contact with drivers and principals regarding overcrowding and student discipline problems
8. Corrects, as needed, any problems regarding bus safety
9. Keeps essential financial, maintenance and statistical records
10. Develops and implements a system for dealing with discipline problems while students are being transported
11. Develops an evacuation plan for the schools and checks to ensure compliance
12. Supervises bus maintenance crew
13. Ensures that buses are inspected monthly
14. Spot checks repair completion by mechanics
15. Consults with drivers concerning condition of vehicle
16. Assigns busses in accordance with route needs
17. Handles conflicts between parents and drivers and/or drivers and mechanics
18. Makes arrangements for extra trips, i.e., assigns drivers, determines payment of drivers in accordance with district guidelines
19. His/Her location can be ascertained at any time
20. Ensures that each school or club pays for extra trips in accordance with board policies and procedures
21. Keeps check on road conditions and makes recommendations to superintendent as to school dismissal in emergency or snow situations
22. Writes specifications for insurance bids according to state minimum specifications
23. Prepares plans and routes of all bus routes
24. Assists superintendent with reports regarding transportation to state department
25. Plans for students to receive instruction in school bus safety each year
26. Ensures that students participate in emergency evacuation drills according to state guidelines

EVALUATION
JOB CLASSIFICATION: TRANSPORTATION DIRECTOR/ASSISTANT

EVALUATEE: _____

EVALUATOR: _____DATE:_____

LEGEND: 0 Observed
Ø Not Observed
* Further Discussion Needed
N/A Not Applicable
? Clarification Needed
+ Strength
! Outstanding

D. Program Management: Transportation Director

_____1. Has a knowledge of laws which regulate transportation of students
_____2. Keeps current on changes made by the state regarding transportation of students
_____3. Develop a transportation plan and budget for approval by the board on a yearly basis
_____4. Arranges physical examinations for all drivers
_____5. Spot checks drivers by riding buses occasionally
_____6. Develops and recommends policies to board regarding transportation
_____7. Maintains contact with drivers and principals regarding overcrowding and student discipline problems
_____8. Corrects, as needed, any problems regarding bus safety
_____9. Keeps essential financial, maintenance and statistical records
____10. Develops and implements a system for dealing with discipline problems while students are being transported
____11. Develops an evacuation plan for the schools and checks to ensure compliance
____12. Supervises bus maintenance crew
____13. Ensures that buses are inspected monthly
____14. Spot checks repair completion by mechanics
____15. Consults with drivers concerning condition of vehicle
____16. Assigns busses in accordance with route needs
____17. Handles conflicts between parents and drivers and/or drivers and mechanics
____18. Makes arrangements for extra trips, i.e., assigns drivers, determines payment of drivers in accordance with district guidelines
____19. His/Her location can be ascertained at any time
____20. Ensures that each school or club pays for extra trips in accordance with board policies and procedures
____21. Keeps check on road conditions and makes recommendations to superintendent as to school dismissal in emergency or snow situations
____22. Writes specifications for insurance bids according to state minimum specifications

____23. Prepares plans and routes of all bus routes
____24. Assists superintendent with reports regarding transportation to state department
____25. Plans for students to receive instruction in school bus safety each year
____26. Ensures that students participate in emergency evacuation drills according to state guidelines

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATION: DIRECTOR OF BUILDINGS AND GROUNDS

D. Program Specifics: Buildings and Grounds
   1. Has knowledge of laws which regulate district building and grounds
   2. Utilizes effective office and time management practices
   3. Assists in writing bid specifications and in tabulating bids
   4. Develops and implements an evacuation plan for all schools
   5. On call on a twenty-four hour basis
   6. Assumes responsibility for all work orders and their completion
   7. Identifies and assesses school physical plant needs continuously
   8. Monitors coal-fired furnaces in a timely manner
   9. Assists in the orientation and scheduling of maintenance
   10. Assists the superintendent in acquiring any state and federal assistance money that may be available
   11. Maintains all heating and cooling systems in an efficient manner
   12. Procures all repair parts from appropriate sources
   13. Assists superintendent with service contracts
   14. Administers a school plant maintenance checklist periodically
   15. Stays current with job-related developments

EVALUATION
JOB CLASSIFICATION: DIRECTOR OF BUILDINGS AND GROUNDS

EVALUATEE: _____

EVALAUTOR: _____DATE: _____

LEGEND: 0 Observed
Ø Not Observed
* Further Discussion Needed
N/A Not Applicable
? Clarification
+ Strength
! Outstanding

D. Program Specifics: Buildings and Grounds

_____1. Has knowledge of laws which regulate district building and grounds
_____2. Utilizes effective office and time management practices
_____3. Assists in writing bid specifications and in tabulating bids
_____4. Develops and implements an evacuation plan for all schools
_____5. On call on a twenty-four hour basis
_____6. Assumes responsibility for all work orders and their completion
_____7. Identifies and assesses school physical plant needs continuously
_____8. Monitors coal-fired furnaces in a timely manner
_____9. Assists in the orientation and scheduling of maintenance
____10. Assists the superintendent in acquiring any state and federal assistance money that may be available
____11. Maintains all heating and cooling systems in an efficient manner
____12. Procures all repair parts from appropriate sources
____13. Assists superintendent with service contracts
____14. Administers a school plant maintenance checklist periodically
____15. Stays current with job-related developments

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATION: DIRECTOR OF PUPIL PERSONNEL

D. Program Specifics: Director of Pupil Personnel

1. Maintains an accurate census of all children between the ages of six and seventeen years living within the school district
2. Assists all principals and teachers in the matter of attendance
3. Enforces the compulsory attendance and child labor laws
4. Compiles all records and reports relating to attendance pupil accounting and projection of future enrollment
5. Interprets pupil personnel policies and methods to school staff, parents, students and community
6. Acts as a liaison with local and state agencies in seeking solutions to student-related problems
7. Works with authorities of the Juvenile Court
8. Works with FR/YSC directors to provide for needy children in matters such as clothing, lunches, and medical needs
9. Checks on all nonresident pupils for tuition purposes
10. Works on the identification of problems originating from broken homes, neglectful parents, poor economic conditions, and mental illness of parent or child
11. Compiles report from parochial schools on transportation
12. Works with dropouts and potential dropouts by conferencing with students, parents and school personnel
13. Performs other duties as may be assigned by the assistant superintendent in charge of instruction
14. Monitors monthly, schools' attendance
15. Informs social workers of the attendance patterns of chronic offenders
16. Checks the student personnel file before any investigation or action and confers with other members of the school personnel team who may be involved
17. Moves about the community during school hours and provides immediate service to students who are on the street or in public places
18. Works closely with guidance counselors in the identification and counseling of potential dropouts
19. Plans and supervises the conducting of annual school census and works with private and parochial schools in checking the whereabouts of students reported in the

census but not present in the schools

20. Prepares an annual report on attendance and related matters in the district for the superintendent

EVALUATION
JOB CLASSIFICATION: DIRECTOR OF PUPIL PERSONNEL

EVALUATEE: _____

EVALUATOR: _____DATE:_____

LEGEND:	0	Observed	? Clarification
	Ø	Not Observed	+ Strength
	*	Further Discussion Needed	! Outstanding
	N/A	Not Applicable	

D. Program Specifics: Director of Pupil Personnel

_____1. Maintains an accurate census of all children between the ages of six and seventeen years living within the school district

_____2. Assists all principals and teachers in the matter of attendance

_____3. Enforces the compulsory attendance and child labor laws

_____4. Compiles all records and reports relating to attendance pupil accounting and projection of future enrollment

_____5. Interprets pupil personnel policies and methods to school staff, parents, students and community

_____6. Acts as a liaison with local and state agencies in seeking solutions to student-related problems

_____7. Works with authorities of the Juvenile Court

_____8. Works with FR/YSC directors to provide for needy children in matters such as clothing, lunches, and medical needs

_____9. Checks on all nonresident pupils for tuition purposes

____10. Works on the identification of problems originating from broken homes, neglectful parents, poor economic conditions, and mental illness of parent or child

____11. Compiles report from parochial schools on transportation

____12. Works with dropouts and potential dropouts by conferencing with students, parents and school personnel

____13. Performs other duties as may be assigned by the assistant superintendent in charge of instruction

____14. Monitors monthly, schools' attendance

____15. Informs social workers of the attendance patterns of chronic offenders

____16. Checks the student personnel file before any investigation or action and confers with other members of the school personnel

team who may be involved

____17. Moves about the community during school hours and provides immediate service to students who are on the street or in public places

____18. Works closely with guidance counselors in the identification and counseling of potential dropouts

____19. Plans and supervises the conducting of annual school census and works with private and parochial schools in checking the whereabouts of students reported in the census but not present in the schools

____20. Prepares an annual report on attendance and related matters in the district for the superintendent

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATION: ASSISTANT SUPERINTENDENT

I. Instructional Leadership
   A. Provides direction for the school district
      1. Involves appropriate staff and patrons of the district in developing instructional/educational goals, vision and the district mission
      2. Uses needs assessment, demographics, and assessment data for setting goals, vision and mission
      3. Assists the superintendent in developing long- and short-range goals which include community needs and trends

   B. Provides for organization and management of instruction throughout the district
      1. Ensures that instructional objectives are identified for all levels of instruction
      2. Monitors district-wide student progress toward achievement of instructional objectives
      3. Ensures that program changes are based upon student assessment data, needs assessment or other pertinent information

   C. Provides for implementation of performance-based teacher evaluation strategies for all personnel
      1. Informs administrative and supervisory staff of evaluation processes and expectations
      2. Provides effective training for the district's administrators and supervisors in the area of performance-based teacher evaluation
      3. Ensures that the total district staff is well informed about the evaluation processes and district expectations

   D. Effectively implements evaluation system for supervisory personnel
      1. Observes supervisors on a regular basis
      2. Demonstrates a knowledge of varied supervisory strategies, techniques and skills
      3. Provides regular feedback through conferencing and job targets
      4. Provides for periodic review of the district's evaluation system

   E. Provides leadership for positive instructional/ educational changes
      1. Recognizes the need for change and plans are monitored, evaluated, and revised
      2. Promotes a climate for improvement within the district
      3. Ensures that the improvement processes and mission involve appropriate stakeholders

   F. Organizes staff development activities for district

1. Involves district personnel in assessing, identifying and implementing staff development needs and activities
2. Ensures that staff development activities emphasize the teaching/learning process
3. Ensures that the staff is aware of new ideas and developments in needs and activities
4. Involves administrative and supervisory personnel in implementing staff-development activities

G. Communicates standards of expected performance
1. Communicates to the staff the importance of high academic expectations of students
2. Communicates to administrators the importance of high academic expectations of students
3. Communicates to the community that the district has high expectations for its staff and students

H. Provides leadership for curriculum development and the organization of personnel to implement the curriculum
1. Ensures that district curricula are based upon student needs, community expectations and appropriate research
2. Ensures that the district's curricula are uniform and sequential within and across grade levels

I. Provides positive direction and leadership in administrative and supervisory staff
1. Respects the role of administrators and supervisors and strives to gain their confidence
2. Encourages participation in professional growth
3. Keeps administrators and supervisors fully informed on issues, needs, and operations related to the instructional program
4. Offers professional advice to the superintendent with recommendations based on thorough study and analysis

II. Program Management
A. Demonstrates effective administrative skills
1. Implements administrative procedures effectively
2. Promotes understanding among all staff of their responsibilities to the district

B. Demonstrates effective communication skills
1. Establishes effective on-going communications with administrators, supervisors and teachers
2. Establishes effective lines of communication among school personnel, students, parents and community
3. Provides district personnel with clear and concise information about the instructional program
4. Communicates clearly, correctly and effectively with varied audiences

C. Demonstrates effective problem-solving and decision-making skills
   1. Identifies and analyzes pertinent elements in a problem situation
   2. Establishes priorities and seeks relevant data
   3. Considers alternative solutions before making decisions
   4. Makes logical decisions based upon available information
   5. Barriers to learning are identified, clarified and addressed

D. Demonstrates effective organizational skills
   1. Manages time efficiently
   2. Prioritizes tasks and functions
   3. Uses resources in an optimal manner
   4. Delegates responsibility and authority when appropriate
   5. Completes duties promptly, on schedule and accurately
   6. Confidentiality and privacy of school records are maintained

E. Provides for use and development of appropriate revenue sources
   1. Keeps current with regulations and officials that will influence revenue for the local district
   2. Keeps current with developments that will influence revenue for the local district

F. Develops the district's instructional budget based upon established priorities and consistent with fiscal practices
   1. Involves staff in developing district instructional budget
   2. Forecasts long-range needs that will affect budget planning
   3. Relates budget recommendations to district priorities and community needs

G. Ensures that appropriate accounting and control procedures are applied to all fiscal transactions
   1. Assists in the development of a systematic reporting procedure to keep the superintendent informed about school district transactions
   2. Ensures that procurement of goods and services is carried out to the best financial advantage of the district
   3. Maintains appropriate inventories throughout the district

H. Ensures compliance with statutes, rules and regulations to instructional programs
   1. Develops procedures so district staff are aware of current statutes, rules and regulations
   2. Develops procedures so required reports are submitted in a timely and accurate manner
   3. Ensures local district policies relating to

school district procedures are implemented

III. Interpersonal Relationships
   A. Demonstrates positive, professional relationships with district personnel
      1. Is visible and accessible
      2. Maintains consistent behavior when dealing with staff
      3. Seeks staff opinions and feelings regarding school-related problems
      4. Interacts frequently with staff in a mutually respectful and friendly manner
      5. Provides positive reinforcement and recognizes personnel for their efforts and accomplishments

   B. Demonstrates positive, interpersonal relationships with administrator/supervisors
      1. Demonstrates professional courtesy
      2. Works cooperatively with colleagues
      3. Shares ideas, materials and techniques with other administrators
      4. Informs administrator and/or appropriate personnel of school-related matters

   C. Demonstrates positive relationships with patrons/ community
      1. Seeks support of patrons/community to meet student needs
      2. Seeks input and involvement through patron/ community relations
      3. Supports and participates in patron/community activities

IV. Professional Responsibilities
   A. Provides recommendations for development of instructional policies and procedures
      1. Stays informed regarding policies and regulations applicable to the instructional program
      2. Reviews existing policies and procedures and makes recommendations for change to the superintendent
      3. Drafts policy and procedure statements based on appropriate input and information
      4. Provides appropriate input to the superintendent from those affected by proposed policies
      5. Gathers the acquisition of appropriate information so effective policies can be adopted

   B. Demonstrates a sense of professional responsibility
      1. Completes duties promptly and accurately
      2. Is punctual
      3. Provides accurate data to the school district as requested for management purposes
      4. Carries out duties in accordance with established job description
      5. Performance of duties is consistent with the professional

code of ethics

C. Participates in professional growth activities
   1. Demonstrates a basic commitment to professional growth by participating in professional activities (professional organizations, coursework, workshops, conferences, etc.)
   2. Takes advantage of opportunities to learn from colleagues, staff, parents and community
   3. Keeps abreast of current developments in the educational field (instruction, teacher evaluation, curriculum, finance, law, etc.)
   4. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity

EVALUATION
JOB CLASSIFICATION: ASSISTANT SUPERINTENDENT

EVALUATEE: _____

EVALUATOR: _____ DATE: _____

LEGEND:
0 Observed
Ø Not Observed
* Further Discussion Needed
N/A Not Applicable
? Clarification
+ Strength
! Outstanding

I. Instructional Leadership

A. Provides direction for the school district

_____1. Involves appropriate staff and patrons of the district in developing instructional/educational goals, vision and the district mission

_____2. Uses needs assessment, demographics, and assessment data for setting goals, vision and mission

_____3. Assists the superintendent in developing long- and short-range goals which include community needs and trends

B. Provides for organization and management of instruction throughout the district

_____1. Ensures that instructional objectives are identified for all levels of instruction

_____2. Monitors district-wide student progress toward achievement of instructional objectives

_____3. Ensures that program changes are based upon student assessment data, needs assessment or other pertinent information

C. Provides for implementation of performance-based teacher evaluation strategies for all personnel

_____1. Informs administrative and supervisory staff of evaluation processes and expectations

_____2. Provides effective training for the district's administrators and supervisors in the area of performance-based teacher evaluation

_____3. Ensures that the total district staff is well informed about the evaluation processes and district expectations

D. Effectively implements evaluation system for supervisory personnel

_____1. Observes supervisors on a regular basis

_____2. Demonstrates a knowledge of varied supervisory strategies, techniques and skills

_____3. Provides regular feedback through conferencing and job targets

_____4. Provides for periodic review of the district's evaluation system

E. Provides leadership for positive instructional/ educational changes
_____1. Recognizes the need for change and plans are monitored, evaluated, and revised
_____2. Promotes a climate for improvement within the district
_____3. Ensures that the improvement processes and mission involve appropriate stakeholders

F. Organizes staff development activities for district
_____1. Involves district personnel in assessing, identifying and implementing staff development needs and activities
_____2. Ensures that staff development activities emphasize the teaching/learning process
_____3. Ensures that the staff is aware of new ideas and developments in needs and activities
_____4. Involves administrative and supervisory personnel in implementing staff-development activities

G. Communicates standards of expected performance
_____1. Communicates to the staff the importance of high academic expectations of students
_____2. Communicates to administrators the importance of high academic expectations of students
_____3. Communicates to the community that the district has high expectations for its staff and students

H. Provides leadership for curriculum development and the organization of personnel to implement the curriculum
_____1. Ensures that district curricula are based upon student needs, community expectations and appropriate research
_____2. Ensures that the district's curricula are uniform and sequential within and across grade levels

I. Provides positive direction and leadership in administrative and supervisory staff
_____1. Respects the role of administrators and supervisors and strives to gain their confidence
_____2. Encourages participation in professional growth
_____3. Keeps administrators and supervisors fully informed on issues, needs, and operations related to the instructional program
_____4. Offers professional advice to the superintendent with recommendations based on thorough study and analysis

II. Program Management
A. Demonstrates effective administrative skills
_____1. Implements administrative procedures effectively
_____2. Promotes understanding among all staff of their responsibilities to the district

B. Demonstrates effective communication skills
_____1. Establishes effective on-going communications

with administrators, supervisors and teachers

_____2. Establishes effective lines of communication among school personnel, students, parents and community

_____3. Provides district personnel with clear and concise information about the instructional program

_____4. Communicates clearly, correctly and effectively with varied audiences

C. Demonstrates effective problem-solving and decision-making skills

_____1. Identifies and analyzes pertinent elements in a problem situation

_____2. Establishes priorities and seeks relevant data

_____3. Considers alternative solutions before making decisions

_____4. Makes logical decisions based upon available information

_____5. Barriers to learning are identified, clarified and addressed

D. Demonstrates effective organizational skills

_____1. Manages time efficiently

_____2. Prioritizes tasks and functions

_____3. Uses resources in an optimal manner

_____4. Delegates responsibility and authority when appropriate

_____5. Completes duties promptly, on schedule and accurately

_____6. Confidentiality and privacy of school records are maintained

E. Provides for use and development of appropriate revenue sources

_____1. Keeps current with regulations and officials that will influence revenue for the local district

_____2. Keeps current with developments that will influence revenue for the local district

F. Develops the district's instructional budget based upon established priorities and consistent with fiscal practices

_____1. Involves staff in developing district instructional budget

_____2. Forecasts long-range needs that will affect budget planning

_____3. Relates budget recommendations to district priorities and community needs

G. Ensures that appropriate accounting and control procedures are applied to all fiscal transactions

_____1. Assists in the development of a systematic reporting procedure to keep the superintendent informed about school district transactions

_____2. Ensures that procurement of goods and services is carried out to the best financial advantage of the district

_____3. Maintains appropriate inventories throughout the district

H. Ensures compliance with statutes, rules and regulations to instructional programs
_____1. Develops procedures so district staff are aware of current statutes, rules and regulations
_____2. Develops procedures so required reports are submitted in a timely and accurate manner
_____3. Ensures local district policies relating to school district procedures are implemented

III. Interpersonal Relationships
A. Demonstrates positive, professional relationships with district personnel
_____1. Is visible and accessible
_____2. Maintains consistent behavior when dealing with staff
_____3. Seeks staff opinions and feelings regarding school-related problems
_____4. Interacts frequently with staff in a mutually respectful and friendly manner
_____5. Provides positive reinforcement and recognizes personnel for their efforts and accomplishments

B. Demonstrates positive, interpersonal relationships with administrator/supervisors
_____1. Demonstrates professional courtesy
_____2. Works cooperatively with colleagues
_____3. Shares ideas, materials and techniques with other administrators
_____4. Informs administrator and/or appropriate personnel of school-related matters

C. Demonstrates positive relationships with patrons/community
_____1. Seeks support of patrons/community to meet student needs
_____2. Seeks input and involvement through patron/community relations
_____3. Supports and participates in patron/community activities

IV. Professional Responsibilities
A. Provides recommendations for development of instructional policies and procedures
_____1. Stays informed regarding policies and regulations applicable to the instructional program
_____2. Reviews existing policies and procedures and makes recommendations for change to the superintendent
_____3. Drafts policy and procedure statements based on appropriate input and information
_____4. Provides appropriate input to the superintendent from those affected by proposed policies
_____5. Gathers the acquisition of appropriate

information so effective policies can be adopted

B. Demonstrates a sense of professional responsibility
_____1. Completes duties promptly and accurately
_____2. Is punctual
_____3. Provides accurate data to the school district as requested for management purposes
_____4. Carries out duties in accordance with established job description
_____5. Performance of duties is consistent with the professional code of ethics

C. Participates in professional growth activities
_____1. Demonstrates a basic commitment to professional growth by participating in professional activities (professional organizations, coursework, workshops, conferences, etc.)
_____2. Takes advantage of opportunities to learn from colleagues, staff, parents and community
_____3. Keeps abreast of current developments in the educational field (instruction, teacher evaluation, curriculum, finance, law, etc.)
_____4. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity

CRITERIA WITH DESCRIPTORS
JOB CLASSIFICATION: SPECIAL EDUCATION DIRECTOR

I. Instructional Leadership

A. Provides for organization and management of Special Education Programs throughout the district
   1. Ensures that instructional objectives are identified for all levels of instruction
   2. Monitors district-wide student progress toward achievement of instructional objectives, vision and district mission
   3. Ensures that program changes are based upon student achievement data, needs assessments, evaluation or other pertinent data
   4. Maintains responsibility for ensuring due process procedures and timelines are implemented according to IDEA-B 94-142, Preschool 99-457 and KERA
   5. Develops and manages IDEA-B, Preschool, and KERA budgets
   6. Maintains responsibility for mediation and due process hearings
   7. Maintains responsibility for provision of related services (physical therapy, occupational therapy, aides, etc.)

B. Provides for positive instructional/educational change
   1. Recognizes the need for improvement in special education programs
   2. Promotes a climate for improvement within the district where the program plans are monitored, evaluated and revised
   3. Ensures that the improvement process involves the stakeholders

C. Provides leadership for curriculum development and the organization of personnel to implement the curriculum
   1. Ensures that special education curricula are based upon student needs, proven educational research and the law
   2. Ensures that the district's curricula are consistent with learner outcomes
   3. Monitors IEP's to ensure consistency with learner outcomes

D. Provides positive direction, leadership and staff development
   1. Keeps co-workers fully informed on issues, needs, and operations related to the special education instructional program
   2. Offers professional advice to the superintendent or his/her assistant with recommendations based on thorough study and analysis
   3. Serves as a superintendent's designee on ARC committees
   4. Ensures all staff are trained to implement IEP's, chart progress and evaluation of

individual students
5. Provides opportunities for professional development in all aspects of special education, child development, and educational strategies
6. Confidentiality and privacy of school records are maintained

II. Program Management
A. Demonstrates effective communication skills
1. Establishes effective lines of communication among students, parents, and community
2. Provides district personnel with clear and concise information about the instructional program

B. Demonstrates effective problem-solving and decision-making skills
1. Identifies and analyzes pertinent elements in a problem situation
2. Establishes priorities and seeks relevant data
3. Considers alternative solutions before making decisions
4. Makes logical decisions based upon available information
5. Assumes responsibility for placement of students outside of existing classes and/or district
6. Acts as a liaison for transfer students both to/from district when necessary
7. Barriers to learning are identified, clarified and addressed

C. Demonstrates effective organizational skills
1. Manages time efficiently
2. Maintains consistent behavior when dealing with staff
3. Uses resources in an optimal manner
4. Delegates responsibility and authority when appropriate
5. Completes duties promptly, on schedule and accurately

III. Interpersonal Relationships
A. Demonstrates positive, professional relationships with district personnel
1. Is visible and accessible
2. Maintains consistent behavior when dealing with staff
3. Seeks staff opinions and feelings regarding school-related problems
4. Works cooperatively with colleagues
5. Shares ideas, materials, and techniques
6. Informs co-workers and/or appropriate personnel of school-related matters

B. Demonstrates positive relationships with parents/community
1. Seeks support of parents/community to meet

student needs
2. Seeks input and involvement through parent/ community relations
3. Supports and participates in parent/community activities
4. Shares feelings of pride which promotes among all stakeholders a feeling of pride and loyalty for the school district

IV. Professional Responsibilities

A. Provides recommendations for development of instructional policies and procedures
1. Stays informed regarding laws, policies, procedures and regulations applicable to the instructional program
2. Reviews existing policies and procedures and makes recommendations for change to the superintendent, board and KDE

B. Participates in professional growth activities
1. Demonstrates commitment by participation in professional activities (professional organizations, coursework, workshops, conferences)
2. Takes advantage of opportunities to learn from colleagues, students, parents and community
3. Keeps abreast of developments in subject matter and issues related to teaching and learning

C. Demonstrates a sense of professional responsibility
1. Completes duties promptly and accurately
2. Is punctual
3. Provides accurate data to the district and schools as necessary for management purposes
4. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity
5. Performance of duties is consistent with the professional code of ethics

EVALUATION
JOB CLASSIFICATION: SPECIAL EDUCATION DIRECTOR

EVALUATEE: _____

EVALUATOR: _____DATE:_____

LEGEND:
0 Observed
Ø Not Observed
* Further Discussion Needed
N/A Not Applicable
? Clarification
+ Strength
! Outstanding

I. Instructional Leadership

A. Provides for organization and management of Special Education Programs throughout the district

_____1. Ensures that instructional objectives are identified for all levels of instruction

_____2. Monitors district-wide student progress toward achievement of instructional objectives, vision and district mission

_____3. Ensures that program changes are based upon student achievement data, needs assessments, evaluation or other pertinent data

_____4. Maintains responsibility for ensuring due process procedures and timelines are implemented according to IDEA-B 94-142, Preschool 99-457 and KERA

_____5. Develops and manages IDEA-B, Preschool, and KERA budgets

_____6. Maintains responsibility for mediation and due process hearings

_____7. Maintains responsibility for provision of related services (physical therapy, occupational therapy, aides, etc.)

B. Provides for positive instructional/educational change

_____1. Recognizes the need for improvement in special education programs

_____2. Promotes a climate for improvement within the district where the program plans are monitored, evaluated and revised

_____3. Ensures that the improvement process involves the stakeholders

C. Provides leadership for curriculum development and the organization of personnel to implement the curriculum.

_____1. Ensures that special education curricula are based upon student needs, proven educational research and the law

_____2. Ensures that the district's curricula are consistent with learner outcomes

_____3. Monitors IEP's to ensure consistency with learner outcomes

D. Provides positive direction, leadership and staff

development

_____1. Keeps co-workers fully informed on issues, needs, and operations related to the special education instructional program

_____2. Offers professional advice to the superintendent or his/her assistant with recommendations based on thorough study and analysis

_____3. Serves as a superintendent's designee on ARC committees

_____4. Ensures all staff are trained to implement IEP's, chart progress and evaluation of individual students

_____5. Provides opportunities for professional development in all aspects of special education, child development, and educational strategies

_____6. Confidentiality and privacy of school records are maintained

II. Program Management

A. Demonstrates effective communication skills

_____1. Establishes effective lines of communication among students, parents, and community

_____2. Provides district personnel with clear and concise information about the instructional program

B. Demonstrates effective problem-solving and decision-making skills

_____1. Identifies and analyzes pertinent elements in a problem situation

_____2. Establishes priorities and seeks relevant data

_____3. Considers alternative solutions before making decisions

_____4. Makes logical decisions based upon available information

_____5. Assumes responsibility for placement of students outside of existing classes and/or district

_____6. Acts as a liaison for transfer students both to/from district when necessary

_____7. Barriers to learning are identified, clarified and addressed

C. Demonstrates effective organizational skills

_____1. Manages time efficiently

_____2. Maintains consistent behavior when dealing with staff

_____3. Uses resources in an optimal manner

_____4. Delegates responsibility and authority when appropriate

_____5. Completes duties promptly, on schedule and accurately

III. Interpersonal Relationships

A. Demonstrates positive, professional relationships

with district personnel

_____1. Is visible and accessible
_____2. Maintains consistent behavior when dealing with staff
_____3. Seeks staff opinions and feelings regarding school-related problems
_____4. Works cooperatively with colleagues
_____5. Shares ideas, materials, and techniques
_____6. Informs co-workers and/or appropriate personnel of school-related matters

B. Demonstrates positive relationships with parents/ community

_____1. Seeks support of parents/community to meet student needs
_____2. Seeks input and involvement through parent/ community relations
_____3. Supports and participates in parent/community activities
_____4. Shares feelings of pride which promotes among all stakeholders a feeling of pride and loyalty for the school district

IV. Professional Responsibilities

A. Provides recommendations for development of instructional policies and procedures

_____1. Stays informed regarding laws, policies, procedures and regulations applicable to the instructional program
_____2. Reviews existing policies and procedures and makes recommendations for change to the superintendent, board and KDE

B. Participates in professional growth activities

_____1. Demonstrates commitment by participation in professional activities (professional organizations, coursework, workshops, conferences)
_____2. Takes advantage of opportunities to learn from colleagues, students, parents and community
_____3. Keeps abreast of developments in subject matter and issues related to teaching and learning

C. Demonstrates a sense of professional responsibility

_____1. Completes duties promptly and accurately
_____2. Is punctual
_____3. Provides accurate data to the district and schools as necessary for management purposes
_____4. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity
_____5. Performance of duties is consistent with the professional code of ethics

PERFORMANCE EVALUATION: FORMATIVE FEEDBACK
CONFERENCE REPORT FORM FOR ADMINISTRATORS

Evaluatee:_____ Observation Date:_____

Evaluator:_____ Conference Date:_____

FORMATIVE FEEDBACK

1. Instructional Leadership

_____
_____
_____
_____

2. School or Program Management

_____
_____
_____
_____

3. Interpersonal Relationships

_____
_____
_____
_____

4. Professional Responsibility

_____
_____
_____
_____

Significant weaknesses in two of the four areas indicate the need for an assistance plan/correction action plan to be implemented.

I have read this set of formative comments and received a copy.

Evaluatee's Signature_____ Date_____

Evaluator's Signature_____ Date_____

PERFORMANCE EVALUATION: FORMATIVE FEEDBACK
CONFERENCE REPORT FORM FOR TEACHER

Evaluatee:_____Observation Date:_____

Evaluator:_____Conference Date:_____

FORMATIVE FEEDBACK

1. Instructional Process

_____
_____
_____
_____

2. Learning Climate

_____
_____
_____
_____

3. Interpersonal Relationships

_____
_____
_____
_____

4. Professional Responsibility

_____
_____
_____
_____

Significant weaknesses in two of the four areas indicate the need for an assistance plan/correction action plan to be implemented.

I have read this set of formative comments and received a copy.

Evaluatee's Signature_____ Date_____

Evaluator's Signature_____ Date_____

SUMMATIVE EVALUATION FORM

Name: _____ Date: _____

Job Classification: _____

Dates of Conferences: _____

	Satisfactory	Assistance Goal(s) Not Met
1. Instructional Process	____	____
2. Learning Climate	____	____
3. Interpersonal Relationships	____	____
4. Professional Responsibilities	____	____

Evaluator's Comments:

Evaluatee's Comments:

I have read and discussed this summative evaluation and received a copy.

Evaluatee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Overall Performance Evaluation

( ) Satisfactory ( ) Unsatisfactory

CORRECTIVE ACTION PLAN/ASSISTANCE PLAN
TO BEGIN _____

(Date)

Certified employees have the right to appeal the substance and/or procedures of this summative evaluation within five (5) working days.

SUMMATIVE EVALUATION FORM

Name: _____ Date: _____

Job Classification: _____

Dates of Conferences: _____

	Satisfactory	Assistance Goal(s) Not Met
1. Instructional Leadership	____	____
2. School/Program Management	____	____
3. Interpersonal Relationships	____	____
4. Professional Responsibilities	____	____

Evaluator's Comments:

Evaluatee's Comments:

I have read and discussed this summative evaluation and received a copy.

Evaluatee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Overall Performance Evaluation

( ) Satisfactory ( ) Unsatisfactory

CORRECTIVE ACTION PLAN/ASSISTANCE PLAN
TO BEGIN _____

(Date)

Certified employees have the right to appeal the substance and/or procedures of this summative evaluation within five (5) working days.

Stages of Development Related to Outcomes and Professional Development

1. Orientation/Awareness Stage at which practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program.	* Be able to describe the general characteristics of the program and the requirements for use. * Analyze his/her role in the program based upon program characteristics and requirements and the program's demands on the user and the school. * Be able to identify the knowledge/skills needed for program implementation.	• Provide information on key concepts. • Address personal concerns. • Present exemplars and non exemplars. • Define competencies and requirements to implement program. • Provide opportunities for exploration.
2. Preparation/Application Stage at which practitioners develop the skills and processes to begin program implementation.	* Develop the knowledge and skills needed for initial implementation of the program. * Identify the logistical requirements, necessary resources, and training for initial use of the programs. * Analyze existing resources to determine resources which need to be ordered. * Organize activities, events, and resources for initial use of the program.	• Model skills and processes. • Simulate tasks and processes. • Provide coaching and feedback. • Observation of exemplary programs.
3. Implementation/Management Stage at which practitioners learn to master the required tasks for implementation of the program in their workplace.	* Develop the knowledge and skills needed to organize and manage resources, activities, and events related to day-to-day use of the program. * Analyze his/her use of the program with regard to problems of logistics, management, time, schedules, resources, and reactions of the student. * Make appropriate adaptations and/or modifications in program needed to address local managerial and/or logistical issues. * Develop a knowledge of long term requirements for the use of the program.	• Mentoring. • Technical Assistance. • Coaching. • Networking of Resources. • Visitations of successful programs in operation.
4. Refinement/Impact Stage at which practitioners vary the use of practices to achieve maximum impact on student achievement.	* Analyze cognitive and affective effects of program on students. * Develop immediate and long range plans which address possible needed changes in the program to enhance student outcomes.	• Networking with consultants and other practitioners operating at impact stage. • Regional and national sharing conferences. • Serving as training facilitators to other programs.

***Professional Growth Plan Stages:**
O=Orientation/Awareness A=Preparation/Application I=Implementation/Management

PRE-OBSERVATION WORKSHEET

Teacher_____ Date_____ School_____

Subject_____ Grade_____ Period/Time_____

This form is to be completed for the lesson content that is to be presented during the scheduled observation and discussed with the observer prior to the observation.

1. Lesson Objectives:

   _____
   _____
   _____
   _____

2. Which steps of the lesson design will take place:

   ____ developing anticipatory set

   ____ review of previously learned material

   ____ objectives and purpose

   ____ instructional input and presentation of subject matter

   ____ modeling

   ____ checking for understanding

   ____ providing independent practice

   ____ providing guided practice

   ____ achieving closure

3. Teaching/learning activities to take place:

   _____
   _____
   _____
   _____

4. Procedures to check student understanding of presented objectives:

   _____
   _____
   _____

5. Particular teaching behaviors you especially want monitored:

_____
_____
_____

6. Materials to be used by the teacher and by the student to develop the lesson:

_____
_____
_____

7. Any special circumstances of which the observer should be aware:

_____
_____
_____

_____
Teacher Signature/Date

_____
Observer Signature/Date

Signatures imply the content of this document has been discussed.

PRE-OBSERVATION FORM

(To be completed by the teacher and observer before the classroom observation visit)

Teacher	Observer	Position
School	**Date**	**Time**
Content Area/Grades	**No. Students w/IEP's**	**No. of Students**

(To be completed by teacher and provided to the observer before the classroom observation.)

Academic Expectations Targeted #_____ #_____ #_____ #_____

Major Lesson Content or (*Unit Study*) _____

Assessment of Lesson or (*Culminating Performance*) _____

_____

Special/unique situations or circumstances of which observer should be aware:

_____

_____

_____

Other comments/concerns: _____

_____

_____

Professional Growth (*Area of Concentration*) _____

_____

Observee's Signature	Date	*Observer's Signature*	Date

_____School Year Date_____

Evaluatee: _____ School: _____

INDIVIDUAL PROFESSIONAL GROWTH PLAN

1. Performance Area(s):

2. Criterion:

3. Growth Objective(s): IGP MUST ALIGN WITH SPECIFIC GOALS AND OBJECTIVES OF THE SCHOOL/DISTRICT CONSOLIDATED PLAN

4. Present Stage of Development: ___Awareness___Preparation___Implementation___Refinement

5. Procedures/Activities for Achieving Objective(s):

6. Expected Impact & Target Date:

7. Assistance/Correction Action Plan_____

8. Evaluatee's Comments | Evaluator's Comments

Growth Plan Developed | Achieved/Revised/Continued

Evaluatee/Date | Evaluatee/Date

Evaluator/Date | Evaluator/Date

At the beginning of each school year, the evaluator shall meet with all certified staff and all professional growth plans will be completed after orientation. The professional growth plan must be aligned with the school and/or district consolidated plans. All PGP's must be reviewed annually.

The professional growth plan is located on our home page and may be downloaded and sent via email for the district office personnel file.

All certified personnel shall be instructed in the process and forms to be used either by principal or a central office designee.

ENRICHMENT PLAN

STEPS IN DEVELOPMENT OF ENRICHMENT PLAN

1. Determine the performance areas of growth.
   A. Review evaluation data
   B. The professional growth plan must be aligned with the school and/or District Consolidated Plans. All PGP's must be reviewed annually

2. Clearly specify the criteria to be addressed

3. Utilizing descriptors – develop the growth objective

4. Identify present stage of development

5. Determine Activities/Procedures

CORRECTIVE ACTION PLAN/ASSISTANCE PLAN

STEPS IN DEVELOPMENT OF A CORRECTIVE ACTION PLAN.

1. Determine the performance areas for growth
   A. Review evaluation data
   B. The professional growth plan must be aligned with the school and/or District Consolidated Plans. All PGP's must be reviewed annually

2. Clearly specify the criteria to be addressed

3. Utilizing descriptors – develop the growth objective

4. Identify present stage of development

5. Determine Activities/Procedures

6. Evaluator takes an active role in Activities and Appraisal Dates

   If necessary – A team may be requested to provide assistance to proficiency an Assistance Team may consist of:

   a. Principal
   b. Evaluatee on Assistance Plan
   c. Teacher of Evaluatee's choice
   d. Teacher appointed by school's monitor

_____School Year

The Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet" rating(s) on the Summative Evaluation. The individual Corrective Action Plan/Assistance Plan shall also be developed when immediate change in an evaluatee's behavior is required.

INDIVIDUAL CORRECTIVE ACTION PLAN
for

_____

Date _____ **Work Site**_____

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

Evaluatee's Comments:

_____
_____
_____

Evaluator's Comments:

_____
_____
_____

Individual Corrective Action Plan Developed:		Status: Achieved___ Revised___ Continued___	
_____ (Evaluatee's Signature)	_____ (Date)	_____ (Evaluatee's Signature)	_____ (Date)
_____ (Evaluator's Signature)	_____ (Date)	_____ (Evaluator's Signature)	_____ (Date)

***Professional Growth Plan Stages:**
O/A=Orientation/Awareness P/A=Preparation/Application I/M=Implementation/Management R/I=Refinement/Impact

ASSISTANCE TEAM LOG OF ACTIVITIES

TEACHER: _____

DATE OF MEETING: _____

PERSONS PRESENT:

_____

_____

_____

SUMMARY OF MEETING:

RECOMMENDATIONS:

NEXT MEETING: _____

EMPLOYEE ASSISTANCE RECORD

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

Signatures:

Principal: _____

Team Members: _____

_____

_____

_____

APPENDIX

The following attachments may be used by the evaluator.

SITUATIONS WHICH MAY LEAD TO ALLEGATION INVESTIGATIONS

1. **Students incorrectly identified as 504 students – could affect testing situation**
2. **Teachers gave inappropriate responses when students asked for help**
3. **Teachers took notes from questions for use next year**
4. **Students copied answers from each other**
5. **Teacher rewrote parts of portfolio entries**
6. **Teacher typed/word processed writing portfolios**
7. **Teacher made direct corrections on student writing portfolio entries (rather than helping students with writing before final stage)**
8. **Teachers moved posters from room where instruction had taken place to testing site**
9. **School encouraged parents and teachers to type student writing portfolios**
10. **Teachers gave students answers to questions**
11. **Teachers copied matrix/secure items**
12. **Teachers practiced specific test questions with students after test booklets arrived at school and before tests were taken**
13. **Teacher told students about question from previous year**
14. **Teachers used released items to help students but parents reported them as cheating because they did not understand (or know about) released items**
15. **Teachers allowed students to use textbook glossary – might be permissible if in IEP**
16. **Student used electronic dictionary—might be permissible if in IEP**
17. **Teachers did not follow correct order of testing**
18. **Teachers handed out an organizational template for students to use during test – OK if student creates one him/herself**
19. **Student looked ahead in the test and made notes**
20. **Student returned to a completed answer to change his response after that test session was over**
21. **Teacher kept on-demand writing rough drafts**
22. **Student kept test booklet overnight**
23. **Students had an unsupervised break in the middle of a content area test**
24. **Assistant principal accused of telling teachers to teach the test in order to raise scores**
25. **Teacher allowed accommodations which are not in IEP of special needs child**
26. **Student filmed his test booklet with a video camera**

Walk Through Observation Form

Observer_____
Date_____

Criteria:		1	2	3	4	5	6	7	8	9
Please check appropriate descriptors	Subject:									
Check only descriptors that you observe	Room #:									
PHYSICAL ENVIRONMENT	Percentage									
	Obs/Marks									
1. Layout										
Attractive, clean, inviting										
Multitude of wall displays (ie: charts,										
posters, prints, bulletin boards, etc.)										
Dirty/Unorganized										
Areas allows various groupings arrangements										
Models within environment										
Audio tapes/videos										
Computers, CD-ROMS, Internet										
Maps, Charts, Graphs										
Print materials: Newspapers, Magazines,										
Reference Books, & Pamphlets										
Whole class										
Small groups										
2. Student work	Percentage									
Student work is current										
Student work shows variety (not cookie cutter										
art)										
Student work displayed, but not current										
No student work displayed										
STUDENT ENGAGEMENT										
1. Active Engagement	Percentage									
Teacher/Student Interactions										
Hands on activities										
Directed by Teacher										
Students on task										
Students off task										
Answering teacher questions										
Cooperative group discussion										
Constructive student movement										
Group performance activities										
Using manipulatives										
2. Student Talk	Percentage									
Student initiated										
Balance of teacher/student talk										
Opportunities for student/student talk										
Related to task										
Unrelated to task										
3. Teacher Interaction (note: balance)	Percentage									

Walk Through Observation Form

Observer_____
Date_____

One-to-one										
Whole class										
Small group										
Variety of students called upon for response										
Reference to "wall charts/maps/environmental										
prints, & other instructional materials in room										
Teacher circulating & assisting students										
Lecture only										
4. Positive Reinforcement	Percentage									
Genuine praise										
Respect for students										
Acknowledgement for student responses										
Expanding upon student responses										
Negative reinforcement										
5. Use of Instructional Time	Percentage									
Maximizes class time										
Minimizes management time										
Mismanages instructional time										
Office/Speaker interruption(s)										

Walk Through Observation Form

Observer_____
Date_____

Criteria:		1	2	3	4	5	6	7	8	9
Please check appropriate descriptors	Subject:									
Check only descriptors that you observe	Room #:									
MATERIALS & RESOURCES USED										
IN THE ROOM										
1. Print Rich Environment	Percentage									
Variety of books (eg. Information, fiction, ref)										
Environment print (eg. Signs, directions,										
posters, maps, charts, etc)										
Other print media (newspapers, periodicals)										
Books & print media are current										
2. Variety of instructional materials/resources	Percentage									
Manipulatives										
Models										
Audio tapes/videos										
CD-ROM/Overhead/Computer										
Calculators										
Newspapers/Periodicals/Related Litrerature										
Outside speakers										
Use of multi-cultural materials										
Textbooks										
VARIED INSTRUCTIONAL STRATEGIES										
1. Authentic problems, questions & assessment	Percentage									
Problem solving activities										
Reflects academic expectations										
Open Ended Questions										
On-Demand Writing Prompt										
Writing Portfolio										
Performance events (ie: lab expieriments)										
Activities related to students' interest/										
environment										
Worksheets										
Textbooks Driven Assessment										
No KIRIS assessment observed										
2. Choice	Percentage									
Teacher initiated/directed										
Student initiated										
3. Addresses learning styles	Percentage									
Verbal (linguistic)										
Mathematical (logical)										
Spatial (visual)										
Musical										
Interpersonal (interaction) ie. Peer critiques,										
group, class, school, community, etc. with										

Walk Through Observation Form

Observer_____
Date_____

others										
Interpersonal (reflection) ie. Self assessment										
Kinesthetic (movement)										
VARIED INSTRUCTIONAL STRATEGIES										
& PRACTICES										
1. Usage of instructional delivery	Percentage									
Models within environment										
Audio tapes/videos										
Computers, CD-ROMS, Internet										
Maps, Charts, Graphs										
Print materials: Newspapers, Magazines,										
Reference Books, & Pamphlets										
Textbook Only										
Use of Blackboard										
2. Balance of instructional delivery	Percentage									
State lesson objective(s)										
Review lesson objective(s)										
Direct instruction										
Independent										
Cooperative Learning										
Guided Practice										
Circulated and monitored seatwork										
3. Choice	Percentage									
Teacher initiated/directed										
Student initiated										
GROUPING OF STUDENTS	Percentage									
Small groups 2-6 (heterogenous)										
Whole class										
Individual										

BEST PRACTICE IN TEACHING MATHEMATICS

PRIMARY / ELEMENTARY SCHOOL

OBSERVATION AND CONFERENCE FORM

Teacher:_____ Date:_____

CHECK IF OBSERVED:

_____ Essential Question for Unit of Study is Posted

_____ Academic Expectations (Standards) are Posted Related to Content Being Taught.

_____ Core Content to be Taught in This Class is Posted

DATES Observed	INCREASE	DATES Observed	DECREASE
	Teaching Practices		**Teaching Practices**
	-use of manipulative materials		-rote practice
	-cooperative group work		-rote memorization of rules and formulas
	-discussion of mathematics		-single answers and single methods to find answers
	-questioning and making conjectures		-use of drill worksheets
	-justification of thinking		-repetitive written practices
	-writing about mathematics		-teaching by telling
	-problem solving approach to instruction		-teaching computation out of context
	-content integration		-stressing memorization
	-use of calculators and computers		-testing for grades only
	-being a facilitator of learning		-being the dispenser of knowledge
	-assessing learning as an integral part of instruction		
	Mathematics as Problem Solving		**Mathematics as Problem Solving**
	-word problems with a variety of structures and solution paths		-use of cue words to determine the operations to be used
	-everyday problems and applications		-practicing routine, one-step problems
	-problem solving strategies		-practicing problems categorized by types
	-open-ended problems and extended problem-solving projects		
	-investigating and formulating questions from problem situations		
	Mathematics as Communication		**Mathematics as Communication**
	-discussing mathematics		-doing fill-in blank worksheets
	-reading mathematics		-answering questions that need only yes or no responses
	-writing mathematics		-answering questions that need only numerical responses
	-listening to mathematical ideas		
	Mathematics as reasoning		**Mathematics as reasoning**
	-drawing logical conclusions		-relying on authorities (teacher, answer key)
	-justifying answers and solution processes		
	-reasoning inductively and deductively		

Mathematical Connections	**Mathematical Connections**
-connecting mathematics to other subjects and to the real world	-learning isolated topics
-connecting topics within mathematics	-developing skills out of context
-applying mathematics	
Numbers/Operations/Computation	**Numbers/Operations/Computation**
-developing number and operation sense	-early use of symbolic notation
-understanding the meaning of key concepts such as: place value, fractions, decimals, ratios, proportions, and percents	-complex and tedious paper and pencil computations
-various estimation strategies	-memorizing rules procedures without understanding
-thinking strategies for basic facts	
-using calculators for complex calculation	
Geometry/Measurement	**Geometry/Measurement**
-developing spatial sense	-memorizing of facts and relationships
-actual measuring and the concepts related to units of measure	-memorizing equivalencies between units of measure
-using geometry in problem solving	-memorizing geometric formulas
Statistics and Probability	**Statistics and Probability**
-collection and organization of data	-memorizing formulas
-using statistical methods to describe, analyze, evaluate, and make decisions	
Patterns/Functions/Algebra	**Patterns/Functions/Algebra**
-pattern recognition and description	-manipulating symbols
-identifying and using functional relationships	-memorize procedures and drilling
-developing and using tables, graphs, and rules to describe situations	
-using variables to express relationships	
Evaluation	**Evaluation**
-Having assessment be an integral part of teaching	-Having assessment be simple counting correct answers on tests for the sole purpose of assigning grades
-focusing on a broad range of mathematical tasks and taking a holistic view of mathematics	-focusing on a large number of specific and isolated skills
-developing problem situations that require application of a number of mathematical ideas	-using exercises or word problems requiring only one or two skills
-Using multiple assessment techniques, including written, oral, and demonstration formats	-using only written skills

BEST PRACTICE IN TEACHING READING

PRIMARY / ELEMENTARY SCHOOL

OBSERVATION AND CONFERENCE FORM

Teacher:_____ Date:_____

CHECK IF OBSERVED:

_____ Essential Question for Unit of Study is Posted
_____ Academic Expectations (Standards) are Posted Related to Content Being Taught.
_____ Core Content to be Taught in This Class is Posted

DATES Observed	INCREASE	DATES Observed	DECREASE
	Reading aloud to Students		
	Time for independent reading		Exclusive stress on whole class or reading group activities
	Children's choice of their own reading materials		Teacher selection of all reading materials for individual and groups
	Exposing children to a wide and rich range of literature		Relying on selections in basal reader
	Teacher modeling and discussing his/her own reading processes		Primary instructional emphasis on reading subskills such as phonics, word analysis, syllabication
	Teaching reading as a process: > Use strategies that activate prior knowledge > Help students make and test predictions > Structure help during reading > Provide after-reading applications		Teaching reading as a single one-step act
	Social, collaborative activities with much discussion and interaction		Solitary seat work
	Grouping by interest or book choices		Grouping by reading level
	Silent reading followed by discussion		Round-robin oral reading
	Teaching skills in the context of whole and meaningful of literature		**Teaching isolated skills in phonics workbooks or drills**
	Writing before and after reading		Little or no chance to write
	Encouraging invented spelling in children's early writings		Punishing pre-conventional spelling in students' early writings
	Use of reading in content fields (e.g. historical novels in social studies		Segregation of reading to reading time
	Evaluation that focuses on holistic, higher-order thinking processes		Evaluation focused on individual, low-level subskills
	Measuring Success of reading program by student's reading habits, attitudes, and comprehension		Measuring the success of the reading program only by test scores.

BEST PRACTICE IN TEACHING WRITING

PRIMARY / ELEMENTARY SCHOOL

OBSERVATION AND CONFERENCE FORM

Teacher:_____ Date:_____

CHECK IF OBSERVED:

_____ Essential Question for Unit of Study is Posted

_____ Academic Expectations (Standards) are Posted Related to Content Being Taught.

_____ Core Content to be Taught in This Class is Posted

DATES Observed	INCREASE	DATES Observed	DECREASE
	Students ownership and responsibility by: helping students choose their own topics and goals for improvement using brief teacher student conference teaching students to review their own progress		Teacher control of decision-making by: teacher deciding on all writing topics suggestions for improvement dictated by teacher learning objectives determined by teacher alone instruction given as a whole class activity
	Class time spent on writing whole, original pieces, through: establishing real purpose for writing and students involvement in the task instruction in, and support for, all stages of the writing process pre-writing, drafting, revising, editing		Time spent on isolated drills on subskills of grammar, vocabulary, spelling, paragraphing, penmanship, etc.
	Teacher modeling writing drafting, revising, sharing as a fellow author, and as demonstrator of processes		Writing assignments given briefly with no context or purpose, completed in one step
	Learning of grammar and mechanics in context, at the editing stage, and as items are needed		Teacher talks about writing but never writes or shares own work
	Writing for real audiences, publishing for the class and for wider communities		Isolated grammar lessons, given in order determined by textbook before writing is begun
	Making the classroom a supportive setting for shared learning using: active exchange and valuing of students ideas collaborative small group work conference and peer critiquing that give responsibility for improvement to authors		Assignment read only by teacher
	Writing across the curriculum as a tool for learning		Devaluation of students ideas through students viewed as lacking knowledge and language abilities sense of class as competing individuals work with fellow students viewed as cheating, disruptive
	Constructive and efficient evaluation that involves: brief informal oral responses as students work through grading of just a few of students selected, polished pieces focus on a few errors at a time cumulative view of growth and self-evaluation		Writing taught only during language arts period i.e. infrequently
			Evaluation as negative burden for teacher and students by: marking all papers heavily for all error making teacher a bottleneck teacher editing paper, and only after completed, rather than student making improvements grading seen as punitive, focused on errors, not growth

BEST PRACTICE IN TEACHING SCIENCE

MIDDLE SCHOOL

OBSERVATION AND CONFERENCE FORM

Teacher:_____ Date:_____

CHECK IF OBSERVED:

_____ Essential Question for Unit of Study is Posted
_____ Academic Expectations (Standards) are Posted Related to Content Being Taught.
_____ Core Content to be Taught in This Class is Posted

DATES Observed	INCREASE	DATES Observed	DECREASE
	Hands on activities that include: - students identifying their own real questions about natural phenomena		Instruction based mainly on lecture and information-giving
	- observation activity, often designed by student, aimed at real discovery employing a wide range of process skills		Dependence on textbooks and lock-step patterns of instruction
	- students hypothesizing to explain data		Cookbook labs in which students follow steps without a purpose or questioning of their own.
	- information provided to explain data only after student have engaged in investigating process		Questions, concepts, and answers provided only by the teacher
	- students reflection realize concept and processes learned		Students treated as if they have no prior knowledge or investigative abilities
	- application either to social issues or further scientific questions		Memorizing detailed vocabulary, definitions, and explanations without thorough connection to broader ideas.
	Focus on underlying concepts about how natural phenomena are explained.		Science approached as a set body of knowledge with all answers and information already known
	Questioning, thinking, and problem solving especially:		Attempts to correct student misconceptions with direct lecture
	-being skeptical willing to question common beliefs		Isolation of science from the rest of students' lives
	-accepting ambiguity when data isn't decisive		Superficial coverage of many topics according to an abstract scope--and--sequence
	-willing to modify explanations, open to changing one's opinion		
	-using logic, planning inquiry, hypothesizing, inferring		
	Active application of science learning to contemporary technological issues and choices		
	In-depth study of a few important thematic topics		
	Curiosity about nature and positive attitudes toward science for all students including females and members of minority groups		
	Integration of reading, writing, and math in science unit		Activity limited to texts, lectures, and multiple-choice quizzes
	Collaborative small-group work with training to ensure it is efficient and includes learning for all group members		Students working individually, competitively
	Teacher facilitating students investigative steps		Teacher only as expert in subject matter
	Evaluation that focuses on scientific concepts, processes, and attitudes		Testing focused only on memorization of detail ignoring thinking skills, process skills, attitudes

BEST PRACTICE IN TEACHING SCIENCE

PRIMARY / ELEMENTARY SCHOOL

OBSERVATION AND CONFERENCE FORM

Teacher:_____ Date:_____

CHECK IF OBSERVED:

_____ Essential Question for Unit of Study is Posted

_____ Academic Expectations (Standards) are Posted Related to Content Being Taught.

_____ Core Content to be Taught in This Class is Posted

DATES Observed					INCREASE	DATES Observed					DECREASE
					Hands on activities that include: - students identifying their own real questions about natural phenomena						Instruction based mainly on lecture and information-giving
					- observation activity, often designed by student, aimed at real discovery employing a wide range of process skills						Dependence on textbooks and lock-step patterns of instruction
					- students hypothesizing to explain data						Cookbook labs in which students follow steps without a purpose or questioning of their own.
					- information provided to explain data only after student have engaged in investigating process						Questions, concepts, and answers provided only by the teacher
					- students reflection realize concept and processes learned						Students treated as if they have no prior knowledge or investigative abilities
					- application either to social issues or further scientific questions						Memorizing detailed vocabulary, definitions, and explanations without thorough connection to broader ideas.
					Focus on underlying concepts about how natural phenomena are explained.						Science approached as a set body of knowledge with all answers and information already known
					Questioning, thinking, and problem solving especially:						Attempts to correct student misconceptions with direct lecture
					-being skeptical willing to question common beliefs						Isolation of science from the rest of students' lives
					-accepting ambiguity when data isn't decisive						Superficial coverage of many topics according to an abstract scope--and--sequence
					-willing to modify explanations, open to changing one's opinion						
					-using logic, planning inquiry, hypothesizing, inferring						
					Active application of science learning to contemporary technological issues and choices						
					In-depth study of a few important thematic topics						
					Curiosity about nature and positive attitudes toward science for all students including females and members of minority groups						
					Integration of reading, writing, and math in science unit						Activity limited to texts, lectures, and multiple-choice quizzes
					Collaborative small-group work with training to ensure it is efficient and includes learning for all group members						Students working individually, competitively
					Teacher facilitating students investigative steps						Teacher only as expert in subject matter
					Evaluation that focuses on scientific concepts, processes, and attitudes						Testing focused only on memorization of detail ignoring thinking skills, process skills, attitudes

BEST PRACTICE IN TEACHING SOCIAL STUDIES

PRIMARY / ELEMENTARY SCHOOL

OBSERVATION AND CONFERENCE FORM

Teacher:_____ Date:_____

CHECK IF OBSERVED:

_____ Essential Question for Unit of Study is Posted

_____ Academic Expectations (Standards) are Posted Related to Content Being Taught.

_____ Core Content to be Taught in This Class is Posted

DATES Observed					INCREASE						DECREASE
					In-depth study of topics in each social studies field, in which students make choices about what to study, and discover the complexities of human interaction						Cursory coverage of a lock-step curriculum that includes everything but allows no time for deeper understanding of topics
					Emphasis on activities that engage students in injury and problem solving about significant human issues						Memorization of isolated facts in textbooks
					Students decision-making and participation in wider social, political, and economic affairs, so that they share a sense of responsibility for the welfare of their school and community						Isolation from the actual exercise of responsible citizenship; emphasis only on reading about citizenship of future participation in the larger social and political world
					Participation in interactive and cooperative classroom study processes that bring together students of all ability levels						Lecture classes in which students sit passively: Classes in which students of lower ability levels are deprived of the knowledge and learning opportunities that other students receive
					Integration of social studies with other areas of the curriculum						Narrowing social studies activity to include only textbook-reading and test-taking
					Richer content in elementary grades building on prior knowledge children brings to social studies topics: This includes study of concepts from psychology, sociology, economics, and political science, as well as history and geography. Students of all ages can understand, within their experience American social institutions, issues for social groups, and problems for everyday living.						Assumption that students are ignorant or uninterested in issues raised in social studies
					Students' valuing, and sense of connection with, American and global history, the history and culture of diverse social group, and the environment that surrounds them						Postponement of significant curriculum until secondary grades
					Students' inquiry about the cultural groups they belong to, and others represented in their school and community to promote students' sense of ownership in the social studies curriculum. Use of evaluation that involves further learning and that promotes responsible citizenship and open expression of ideas						Use of curriculum restricted only on dominant cultural heritage
											Use of curriculum that leaves students disconnected from, and unexcited about social studies
											Assessments only at the end of a unit or grading period; assessments that test only factual knowledge or memorization of textbook information

BEST PRACTICE IN TEACHING WRITING

MIDDLE SCHOOL

OBSERVATION AND CONFERENCE FORM

Teacher:_____ Date:_____

CHECK IF OBSERVED:

_____ Essential Question for Unit of Study is Posted

_____ Academic Expectations (Standards) are Posted Related to Content Being Taught.

_____ Core Content to be Taught in This Class is Posted

DATES Observed	INCREASE	DATES Observed	DECREASE
	Students ownership and responsibility by: helping students choose their own topics and goals for improvement using brief teacher student conference teaching students to review their own progress		Teacher control of decision-making by: teacher deciding on all writing topics suggestions for improvement dictated by teacher learning objectives determined by teacher alone instruction given as a whole class activity
	Class time spent on writing whole, original pieces, through: establishing real purpose for writing and students involvement in the task instruction in, and support for, all stages of the writing process pre-writing, drafting, revising, editing		Time spent on isolated drills on subskills of grammar, vocabulary, spelling, paragraphing, penmanship, etc.
	Teacher modeling writing drafting, revising, sharing as a fellow author, and as demonstrator of processes		Writing assignments given briefly with no context or purpose, completed in one step
	Learning of grammar and mechanics in context, at the editing stage, and as items are needed		Teacher talks about writing but never writes or shares own work
	Writing for real audiences, publishing for the class and for wider communities		Isolated grammar lessons, given in order determined by textbook before writing is begun
	Making the classroom a supportive setting for shared learning using: active exchange and valuing of students ideas collaborative small group work conference and peer critiquing that give responsibility for improvement to authors		Assignment read only by teacher
	Writing across the curriculum as a tool for learning		Devaluation of students ideas through students viewed as lacking knowledge and language abilities sense of class as competing individuals work with fellow students viewed as cheating, disruptive
	Constructive and efficient evaluation that involves: brief informal oral responses as students work through grading of just a few of students selected, polished pieces focus on a few errors at a time cumulative view of growth and self-evaluation		Writing taught only during language arts period i.e. infrequently
			Evaluation as negative burden for teacher and students by: marking all papers heavily for all error making teacher a bottleneck teacher editing paper, and only after completed, rather than student making improvements grading seen as punitive, focused on errors, not growth

BEST PRACTICE IN TEACHING MATHEMATICS

MIDDLE SCHOOL

OBSERVATION AND CONFERENCE FORM

Teacher:_____ Date:_____

CHECK IF OBSERVED:

_____ Essential Question for Unit of Study is Posted

_____ Academic Expectations (Standards) are Posted Related to Content Being Taught.

_____ Core Content to be Taught in This Class is Posted

DATES Observed	INCREASE	DATES Observed	DECREASE
	Teaching Practices		**Teaching Practices**
	-use of manipulative materials		-rote practice
	-cooperative group work		-rote memorization of rules and formulas
	-discussion of mathematics		-single answers and single methods to find answers
	-questioning and making conjectures		-use of drill worksheets
	-justification of thinking		-repetitive written practices
	-writing about mathematics		-teaching by telling
	-problem solving approach to instruction		-teaching computation out of context
	-content integration		-stressing memorization
	-use of calculators and computers		-testing for grades only
	-being a facilitator of learning		-being the dispenser of knowledge
	-assessing learning as an integral part of instruction		
	Mathematics as Problem Solving		**Mathematics as Problem Solving**
	-word problems with a variety of structures and solution paths		-use of cue words to determine the operations to be used
	-everyday problems and applications		-practicing routine, one-step problems
	-problem solving strategies		-practicing problems categorized by types
	-open-ended problems and extended problem-solving projects		
	-investigating and formulating questions from problem situations		
	Mathematics as Communication		**Mathematics as Communication**
	-discussing mathematics		-doing fill-in blank worksheets
	-reading mathematics		-answering questions that need only yes or no responses
	-writing mathematics		-answering questions that need only numerical responses
	-listening to mathematical ideas		
	Mathematics as reasoning		**Mathematics as reasoning**
	-drawing logical conclusions		-relying on authorities (teacher, answer key)
	-justifying answers and solution processes		
	-reasoning inductively and deductively		

Mathematical Connections	**Mathematical Connections**
-connecting mathematics to other subjects and to the real world	-learning isolated topics
-connecting topics within mathematics	-developing skills out of context
-applying mathematics	
Numbers/Operations/Computation	**Numbers/Operations/Computation**
-developing number and operation sense	-early use of symbolic notation
-understanding the meaning of key concepts such as: place value, fractions, decimals, ratios, proportions, and percents	-complex and tedious paper and pencil computations
-various estimation strategies	-memorizing rules procedures without understanding
-thinking strategies for basic facts	
-using calculators for complex calculation	
Geometry/Measurement	**Geometry/Measurement**
-developing spatial sense	-memorizing of facts and relationships
-actual measuring and the concepts related to units of measure	-memorizing equivalencies between units of measure
-using geometry in problem solving	-memorizing geometric formulas
Statistics and Probability	**Statistics and Probability**
-collection and organization of data	-memorizing formulas
-using statistical methods to describe, analyze, evaluate, and make decisions	
Patterns/Functions/Algebra	**Patterns/Functions/Algebra**
-pattern recognition and description	-manipulating symbols
-identifying and using functional relationships	-memorize procedures and drilling
-developing and using tables, graphs, and rules to describe situations	
-using variables to express relationships	
Evaluation	**Evaluation**
-Having assessment be an integral part of teaching	-Having assessment be simple counting correct answers on tests for the sole purpose of assigning grades
-focusing on a broad range of mathematical tasks and taking a holistic view of mathematics	-focusing on a large number of specific and isolated skills
-developing problem situations that require application of a number of mathematical ideas	-using exercises or word problems requiring only one or two skills
-Using multiple assessment techniques, including written, oral, and demonstration formats	-using only written skills

BEST PRACTICE IN TEACHING READING
MIDDLE SCHOOL
OBSERVATION AND CONFERENCE FORM

Teacher:_____ Date:_____

CHECK IF OBSERVED:
_____ Essential Question for Unit of Study is Posted
_____ Academic Expectations (Standards) are Posted Related to Content Being Taught.
_____ Core Content to be Taught in This Class is Posted

DATES Observed	INCREASE	DATES Observed	DECREASE
	Reading aloud to Students		
	Time for independent reading		Exclusive stress on whole class or reading group activities
	Children's choice of their own reading materials		Teacher selection of all reading materials for individual and groups
	Exposing children to a wide and rich range of literature		Relying on selections in basal reader
	Teacher modeling and discussing his/her own reading processes		Primary instructional emphasis on reading subskills such as phonics, word analysis, syllabication
	Teaching reading as a process: > Use strategies that activate prior knowledge > Help students make and test predictions > Structure help during reading > Provide after-reading applications		Teaching reading as a single one-step act
	Social, collaborative activities with much discussion and interaction		Solitary seat work
	Grouping by interest or book choices		Grouping by reading level
	Silent reading followed by discussion		Round-robin oral reading
	Teaching skills in the context of whole and meaningful of literature		**Teaching isolated skills in phonics workbooks or drills**
	Writing before and after reading		Little or no chance to write
	Encouraging invented spelling in children's early writings		Punishing pre-conventional spelling in students' early writings
	Use of reading in content fields (e.g. historical novels in social studies		Segregation of reading to reading time
	Evaluation that focuses on holistic, higher-order thinking processes		Evaluation focused on individual, low-level subskills
	Measuring Success of reading program by student's reading habits, attitudes, and comprehension		Measuring the success of the reading program only by test scores.

DATA COLLECTION SUMMARY
EDUCATION ADMINISTRATORS

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricula activities, professional development activities, etc.)

Observee_____ Position_____

Observer_____ Position_____

Observation Information:

Date_____ Activity Observed:_____

Time_____ Product Critiqued:_____

(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

STANDARDS/PERFORMANCE CRITERIA

Standard 1: Vision **The education administrator facilitates processes and engages in activities ensuring that:**	
1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community	1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities	1.10 Assessment data related to student learning is used in developing the school vision and goals
1.3 The core beliefs of the school vision are modeled for all stakeholders	1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
1.4 The vision is developed with and among stakeholders	1.12 Barriers to achieving the vision is identified, clarified, and addressed
1.5 The contributions of school community members to the realization of the vision are recognized and celebrated	1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals
1.6 Progress toward the vision and mission is communicated to all stakeholders	1.14 Existing resources are used in support of the school vision and goals
1.7 The school community is involved in school improvement efforts	1.15 The vision and implementation plans are regularly monitored, evaluated, and revised
1.8 The vision shapes the educational programs, plans, and actions	**STANDARD 1** (considerations for professional growth plan)

Standard 2: School Culture and Learning **The education administrator facilitates processes and engages in activities ensuring that:**	
2.1 All individuals are treated with fairness, dignity, and respect	2.12 The school is organized and aligned for success
2.2 Professional development promotes a focus on student learning consistent with the school vision and goals	2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
2.3 Students and staff feel valued and important	2.14 Curricular decisions are based on research, expertise of teachers, and the recommendations of learned societies
2.4 The responsibilities and contributions of each individual are acknowledged	2.15 The school culture and climate are assessed on a regular basis
2.5 Barriers to student learning are identified, clarified, and addressed	2.16 A variety of sources in information is used to make decisions
2.6 Diversity is considered in developing learning experiences	2.17 Student learning is assessed using a variety of techniques
2.7 Life long learning is encouraged and modeled	2.18 Multiple sources of information regarding performance are used by staff and students
2.8 There is a culture of high expectations for self, student, and staff performance	2.19 A variety of supervisory evaluation models is employed
2.9 Technologies are used in teaching and learning	2.20 Pupil personnel programs are developed to meet the needs of students and their families
2.10 Student and staff accomplishments are recognized and celebrated	**Standard 2.** (considerations for professional growth plan)
2.11 Multiple opportunities to learn are available to all students	

Standard 3: Management **The education administrator facilitates processes and engages in activities ensuring that:**	
3.1 Knowledge of learning, teaching, and student development is used to inform management decisions	3.13 Stakeholders are involved in decisions affecting schools
3.2 Operational procedures are designed and managed to maximize opportunities for successful learning	3.14 Responsibility is shared to maximize ownership and accountability
3.3 Emerging trends are recognized, studied, and applied as appropriate	3.15 Effective problem-framing and problem-solving skills are used
3.4 Operational plans procedures to achieve the vision and goals of the school are in place	3.16 Effective conflict resolution skills are used
3.5 Collective bargaining and other contractual agreements related to the school are effectively managed	3.17 Effective group-process and consensus-building skills are used
3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively	3.18 Effective communication skills are used
3.7 Time is managed to maximize attainment of organizational goals	3.19 There is effective use of technology to manage school operations
3.8 Potential problems and opportunities are identified	3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively
3.9 Problems are confronted and resolved in a timely manner	3.21 Safe, clean, and aesthetically pleasing school environment is created and maintained
3.10 Financial, human, and material resources are aligned to the goals of school	3.22 Human resources function support the attainment of school goals
3.11 The school acts entreprenuerially to support continuous improvement	3.23 Confidentiality and privacy of school records are maintained
3.12 Organizational systems are regularly monitored and modified as needed	**Standard 3.** (considerations for professional growth plan)

Standard 4: Collaboration

The education administrator facilitates processes and engages in activities ensuring that:

4.1 High visibility, active involvement, and communication with the larger community is a priority	4.10 Community stakeholders are treated equitably
4.2 Relationships with community leaders are identified and nurtured	4.11 Diversity is recognized and valued
4.3 Information about family and community concerns, expectations, and needs is used regularly	4.12 Effective media relations are developed and maintained
4.4 There is outreach to different business, religions, political, and service agencies and organizations	4.13 Comprehensive program of community relations is established
4.5 Credence is given to individuals and groups whose values and opinions may conflict	4.14 Public resources and funds are used appropriately and wisely
4.6 The school and community serve one another as resources	4.15 Community collaboration is modeled for staff
4.7 Available community resources are secured to help the school solve problems and achieve goals	4.16 Opportunities for staff to develop collaborative skills are provided
4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals	**Standard 4.** (considerations for professional growth plan)
4.9 Community youth family services are integrated with school programs	

Standard 5: Integrity, Fairness, Ethics

The education administrator facilitates processes and engages in activities ensuring that:

5.1 Examines personal and professional values	5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community
5.2 Demonstrates a personal and professional code of ethics	5.11 Recognized and respects the legitimate authority of others
5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance	5.12 Examines and considers the prevailing values of the diverse school community
5.4 Serves as a role model	5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior
5.5 Accepts responsibility for school operations	5.14 Opens the school to public scrutiny
5.6 Considers the impact of one's administrative practices on others	5.15 Fulfills legal and contractual obligations
5.7 Uses the influence of the office to enhance the educational program rather than for personal gain	5.16 Applies laws and procedures fairly, wisely, and considerately
5.8 Treats people fairly, equitably, and with dignity and respect	**Standard 5.** (considerations for professional growth plan)
5.9 Protects the rights and confidentiality of students and staff	

Standard 6: Political, Economic, Legal **The education administrator facilitates processes and engages in activities ensuring that:**	
6.1 The environment in which schools operate is influenced on behalf of students and their families	6.5 Public policy is shaped to provide quality education for students
6.2 Communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate	6.6 Lines of communication are developed with decision makers outside the school community
6.3 There is ongoing dialogue with representatives of diverse community groups	**Standard 6.** (consideration for professional growth plan)
6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities	

DATA COLLECTION SUMMARY

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricula activities, professional development activities, etc.)

Observee_____ **Content Area Grade(s)**_____

Observor_____ **Position**_____

Classroom Observation Information:

Date_____ **Unit of Study/Lesson**_____

Time_____ **Academic Expectations (No's)**_____

(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page)

STANDARDS/PERFORMANCE CRITERIA

Standard 1: Demonstrates Professional Leadership: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.	
1.1.Builds positive relationships within and between school and community.	1.8.Initiates and develops educational projects and programs.
1.2.Promotes leadership potential in colleagues.	1.9.Practices effective listening, conflict resolution, and group facilitation skills as a team member.
1.3.Participates in professional organizations and activities.	1.10.Demonstrates punctuality and good attendance for all duties.
1.4.Writes and speaks effectively.	1.11.Adheres to school board policies and administrative procedures.
1.5.Contributes to the professional knowledge and expertise about teaching and learning.	1.12.Adheres to the state professional Code of Ethics.
1.6.Guides the development of curriculum and instructional materials.	**Standard 1.** (Considerations for professional growth plan)
1.7.Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.	

Standard 2: Demonstrates Knowledge of Content: The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.	
2.1.Communicates a breadth of content knowledge across the discipline(s) to be taught.	2.6.Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
2.2.Communicates a current knowledge of discipline(s) taught.	2.7.Analyzes sources of factual information for accuracy.
2.3.Demonstrates a general knowledge that allows for integration of ideas and information across the discipline.	2.8.Presents content in a manner that reflect sensitivity to a multicultural and global perspective.
2.4.Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.	2.9.Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.
2.5.Connects content knowledge to real-world applications.	**Standard 2.** (Considerations for professional growth plan)

Standard 3: Designs/Plans Instruction: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.	3.8. Includes creative and appropriate use of technologies (e.g. audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.	3.9. Develops and implements appropriate assessment processes.
3.3. Integrates skills, thinking processes, and content across disciplines.	3.10. Secures and uses a variety of appropriate school and community resources to support learning.
3.4. Creates and uses learning experiences that challenge, motivate, and actively involve the learner.	3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
3.5. Creates and uses learning experiences that are developmentally appropriate for learners.	3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.
3.6. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.	**Standard 3.** (Considerations for professional growth plan.)
3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur.	

Standard 4: Creates/Maintains Learning Climate: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
4.1.Communicates with and challenges students in a supportive manner and provides students with constructive feedback.	4.6.Encourages and supports individual and group inquiry.
4.2.Maintains positive classroom interaction by establishing appropriate expectations during group activities.	4.7.Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
4.3.Shows consistent sensitivity to individuals and responds to students objectively.	4.8.Analyzes and changes the classroom to accommodate a variety of instructional strategies.
4.4.Shows flexibility and creativity in the development of classroom processes and instructional procedures.	4.9.Works with colleagues to develop an effective learning climate within the school.
4.5.Locates and organizes materials and equipment to create an enriched multimedia environment.	**Standard 4.** (Considerations for professional growth plan.)

Standard 5: Implements/Manages Instruction: The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
5.1. Communicates specific goals and high expectations for learning.	5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.	5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.
5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.	5.11. Make effective use of media and technologies.
5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and activity engages students in individual and cooperative learning experiences.	5.12. Make efficient use of physical and human resources and time.
5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences.	5.13. Provides opportunities for students to use and practice what is learned.
5.6. Stimulates students to reflect on their own ideas and those of others.	5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.
5.7. Uses appropriate questioning strategies to help students solve problems and think critically.	**Standard 5.** (Considerations for professional growth plan.)
5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.	

Standard 6: Assesses and Communicates Learning Results: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, becomes self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
6.1.Selects and uses appropriate assessments.	6.5.Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
6.2.Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.	6.6.Communicates expectations, criteria for assessment, student progress, and student strengths and weakness to parents and students.
6.3.Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.	**Standard 6.** (Considerations for professional growth plan.)
6.4.Provides opportunities for students to assess and improve their performance based on prior assessment results.	

Standard 7: Reflects/Evaluates Teaching/Learning: The teacher reflects on and evaluates teaching/learning.	
7.1.Assesses and analyzes the effectiveness of instruction.	7.3.Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.
7.2.Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.	**Standard 7.** (Considerations for professional growth plan.)

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.	
8.1. Initiates collaboration with others and relates situations where collaboration with others will enhance student learning.	8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
8.2. Discusses with parents, students, and others the purpose and scope of the collaborative effort.	8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.	8.8. Analyzes previous collaborative experiences to improve future experiences.
8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.	8.9. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.
8.5. Secures and makes use of school and community resources that present differing viewpoints.	**Standard 8.** (Considerations for professional growth plan.)

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.	
9.1. Establishes priorities for professional growth.	9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.
9.2. Analyzes student performance to help identify professional development needs.	9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.
9.3. Solicits input from others in the creation of individual professional development plans.	**Standard 9.** (Considerations for professional growth plan.)

Standard 10: Demonstrates Implementation of Technology: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.	
10.1. Operate a multimedia computer and peripherals to install and use a variety of software.	10.10. Practices equitable and legal use of computers and technology in professional activities.
10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.	10.11. Facilitates the lifelong learning of self and others through the use of technology.
10.3. Demonstrates knowledge of the use of technology in business, industry, and society.	10.12. Explores, uses, and evaluates technology resources, software, applications, and related documentation.
10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.	10.13. Applies research-based instructional practices that use computers and other technology.
10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.	10.14. Uses computers and other technology for individual, small group, and large group learning activities.
10.6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.	10.15. Uses technology to support multiple assessments of student learning.
10.7. Uses computers and other technologies such as interactive instruction, audio/visual conferencing, and other distance learning applications to enhance professional productivity and support instruction.	10.16. Instructs and supervises students in the ethical and legal use of technology.
10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.	**Standard 10.** (Considerations for professional growth plan.)
10.9. Designs lessons that use technology to address devices student needs and learning styles.	

Johnson County Schools' Evaluation District Committee met Spring 2003 to review the district's plan. Only a few minor changes were made to the evaluation plan after discussion with each member's school faculty. Please note the changes as follows:

Spring 2003 Review
The appendix has added several walkthroughs for informal evaluations.
The appendix now goes from form A to Q- Forms N1 to Q2 were added.

Page 2- Evaluation Committee Members have changed due to retirements and job assignments.

Page 2 – The Evaluation Appeals Panel has replaced members as called for in the Procedure Manual and Board Policy.

Page 14- One week after the observation was clarified to mean 5 working days after the evaluation for certified staff.

Page 14- Follow-up observations must be completed on or before March 30

Forms on 123-124 and 125 had a note added to the top to denote that the forms are not required if they are not asked for by the evaluator. Some evaluators may want to see the daily lesson plan form instead of the pages 123-125 in the Evaluation Plan.

One pages 126, 127 and 128 the words Comprehensive Improvement Plan replaced the words Consolidated Plan.