Lawrence County Schools

Certified Personnel Evaluation Plan 2010

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Certified Personnel Evaluation Plan 2010

- Assurances and Approval
- Certified Personnel Evaluation Plan (Narrative)
- Individual Professional Growth Plan
- Individual Corrective Action Plan
- Pre-Observation Conference, Job Description, Data Collection and Conference Tool, and Summative Evaluation Forms:
    - Teacher
    - Library Media Specialist
    - Guidance Counselor
    - Technology Manager
    - Educational Diagnostician
    - Educational Psychologist
    - Speech Language Pathologist
    - Resource Teacher
    - Administrator
    - Principal
    - District Administrator: Chief Academic Officer
    - District Administrator: Director of District-wide Services
    - District Administrator: Director of Finance
    - District Administrator: Director of Personnel
    - District Administrator: Director of Pupil Intervention
    - District Administrator: Director of Pupil Personnel
    - District Administrator: Director of Special Education
    - District Administrator: Transportation / Building and Grounds
    - District Administrator: Data Analyst
- Policy and Procedure (03.18)
- Kentucky Revised Statute (KRS 156.557)
- Kentucky Administrative Regulation (704 KAR 3:345)
- Kentucky Administrative Regulation (16 KAR 1:020) Professional Code of Ethics for School Certified Personnel

ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

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

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

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

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

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on May 17, 2010.

Signature of District Superintendent — Date: 5-19-10

Barbara Robinson

Signature of Chairperson, Board of Education — Date: 5-19-10

Steven L. Beshear
Governor

Terry Holliday, Ph.D.
Commissioner of Education

EDUCATION AND WORKFORCE DEVELOPMENT CABINET
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Phone: (502) 564-4770 • www.education.ky.gov

June 24, 2010

Mr. Mike Armstrong, Superintendent
Lawrence County Public Schools
50 Bulldog Lane
Louisa, KY 41230

Lawrence County Public Schools' certified personnel evaluation plan that was approved by the local board of education on **May 19, 2010**, has been reviewed and approved by the Kentucky Department of Education as of **June 24, 2010**.

704 KAR 3:345 states "the evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year."

And each local district shall conduct training for the primary evaluator in skill development in the use of the local evaluation process.

KDE commends your district for the continued efforts to provide an evaluation system that promotes professional growth among staff, improves classroom instruction, and contributes to student success.

Sincerely,

David M. Simpson

David M. Simpson, Manager
Professional Growth Branch

DS/js

Cc: (Vernon King, CPE contact)

LAWRENCE COUNTY SCHOOLS
CERTIFIED PERSONNEL EVALUATION PLAN 2010

Evaluation:

Evaluation is the process of determining the effectiveness of the performance of the certified employee in given teaching and learning or leadership and management situations, based upon predetermined criteria, through periodic observation (formal and informal) and other documentation such as peer reviews, products, or performances. Evaluation shall also include the establishment, review and monitoring of individual professional growth plans. The evaluation process serves three purposes: to promote continuation of professional competencies that maximize teacher growth and effectiveness; to identify areas for professional growth; and to assist in making personnel decisions for the purpose of improving instruction, curriculum, assessment, and other professional responsibilities-all focused on helping students learn and succeed.

Goe et al. (2008) developed a five-point definition of teacher effectiveness by analyzing research, policy and standards that addressed teacher effectiveness. After the definition had been developed, Goe et al. (2008) consulted a number of experts and strengthened the definition based on their feedback.
"The five-point definition of teacher effectiveness consists of the following:
-Effective teachers have high expectations for all students and help students learn, as measured by value-added or other test-based growth measures, or by alternative measures.
-Effective teachers contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior.
-Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence.
-Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness.
-Effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure."

The current evaluation plan establishes high expectations for the professional excellence of teachers, administrators and other school staff members. The success of Lawrence County's initiatives for professional educators is judged on the basis of their effect on improving student learning.
Teacher effectiveness in Lawrence County must continue to improve if we are to reach every student, substantially improve achievement outcomes and increase high school graduation rates.

I. Development of Plan:

In May, 2010, the Superintendent recommended for approval of the Lawrence County Board of Education and Kentucky Department of Education an evaluation plan for all certified employees (below the level of superintendent) that is in compliance with applicable statutes and regulations. An evaluation committee, consisting of an equal number of teachers and administrators (listed below), developed evaluation procedures and forms for certified positions below the level of the district superintendent. The evaluation procedures and forms are designed to foster professional growth and to support individual personnel decisions.

Evaluation Committee:

LeeAnn Cyrus, Teacher	Vernon Hall, Director Personnel	Carmella Rose, Teacher
Debbie Hixson, Principal	Jane Shelton, Teacher	Debbie Delong, Asst. Principal
Rebecca McCoy, Teacher	JoAnn Hurley, Principal	Jenny Smith, Teacher
Betty Mullins, Teacher	Chuck Newman, Teacher	Jamie Lester, Principal
Mary Hall, Asst. Principal	Tom Gibson, Director Pupil Personnel	Amy Taylor, Teacher
Tom Castle, Principal	Lee Jewell, Teacher	Toni V. Armstrong, Dir. Early Learning

Superintendent Evaluation:
The Superintendent's evaluation process was developed and adopted by the Lawrence County Board of Education and includes provisions for assistance for professional growth of the Superintendent, pursuant to KRS 156.111. This evaluation shall occur annually during the month of April.

Liaison
The Superintendent designated a district office employee, Vernon Hall, to serve as the evaluation contact person. This individual serves as liaison between the district and the Kentucky Department of Education concerning the district's evaluation process.

Communication:
In July of each school year, the district trains primary evaluators in the local evaluation process with the expectation that they will make fair and consistent assessments of performance against established standards and provide constructive feedback and differentiated support to individual staff. The evaluation criteria and process used to evaluate certified school personnel is 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 (704 KAR 3:345; LCBOE policy 03.18). Amendments approved by the Kentucky Department of Education to Lawrence County's plan of certified personnel evaluation, that occur after the end of the certified employees' first school month, shall not apply to the employee until the following school year.

Performance Criteria:
Lawrence County's evaluation forms are specific for each position or job category. The forms include a list of performance criteria characteristic of effective teaching or administrative practices. Under each criterion are listed, specific descriptors or indicators that can be measured or observed and recorded. Additionally, standards of performance are established for each criterion. The performance criteria include those that apply to the employee being evaluated and that are identified within KRS 156.557 (2). The performance criteria on which teachers and administrators shall be evaluated shall include, but are not limited to:

(a) Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results;
(b) Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research-based instructional practices, or school management skills based on validated managerial practices;
(c) Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques;
(d) Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences;
(e) Demonstration of effective interpersonal communication and collaboration skills among peers, students, parents, and others;
(f) Performance of duties consistent with goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations;
(g) Demonstration of the effective use of resources, including technology;
(h) Demonstration of professional growth;
(i) Adherence to the professional code of ethics; and
(j) Attainment of teacher standards or the administrator standards as established by the Education Professional Standards Board

II. Evaluation Procedures:

Evaluation procedures provide for both formative and summative observations.

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.

Summative evaluation-the summary of, and conclusions from, all evaluation data, including formative evaluation data, that occur at the end of an evaluation cycle and includes both a conference between the evaluator and the evaluated certified employee and a written evaluation report. Summative evaluations will be completed by April 1st from observation data collected between July and March 31st of the current school year.

Professional Growth Plan:
The evaluation system includes a professional growth plan for all certified personnel (below the level of superintendent) aligned with specific goals and objectives of the school improvement plan or the district improvement plan. The evaluator and evaluatee collaborate and prepare a Professional Growth Plan every two (2) years, reviewed and updated annually. The growth plan will specify the area(s) of professional growth needed, suggest activities for reaching the measurable goal(s), and specify a time frame for accomplishing the stated goal(s).

Primary Evaluator:
The immediate supervisor of the certified school employee is designated as the primary evaluator. The primary evaluator of itinerant personnel will be the administrator of his/her home school. The primary evaluator, with the exception of district board of education member, is trained, tested, and approved as an evaluator by the Kentucky Department of Education.

Third Party Observer:
Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialist is provided. The selection of the third-party observer is, if possible, determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option does so in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator will select the third-party observer.

Evaluation Cycle:
The evaluation of a certified employee (below the level of the district superintendent) is in writing on an evaluation form and becomes a part of the official personnel record. The observation includes documentation of information to be used in determining the performance of the evaluatee.
The monitoring or observations of performance of a certified employee are conducted openly and with the full knowledge of the teacher or administrator. A copy of the evaluation is provided to the evaluatee. Informal observation data (when an evaluator sees something outside the formal process) may be included as part of an official evaluation.

A minimum of two (2) cycles of formal observations are conducted for all certified teaching staff. Each cycle consists of a pre-observation conference, observation, and post-conference that occurs within five (5) working days following the observation. Summative evaluation occurs a minimum of once every three (3) year period for each tenured teacher; should evaluation result in unsatisfactory performance, multiple observations shall be conducted. One formal observation will occur for administration consisting of a pre-observation, observation and post-conference that occurs within five (5) working days.

Multiple observations shall be conducted with all certified employees whose observation results are unsatisfactory.

Procedures used for interns are stipulated by 16 KAR 7:010 (Kentucky Teacher Internship Program) and are for certification purposes only. However, interns are subject to the local district evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.557. Evaluation with multiple observations occurs annually for each non-tenured certified employee. The formative data collected during the beginning teacher internship period is utilized in a summative evaluation of the intern (on District/KDE approved forms). Similarly, formative data collected during the beginning principal internship period is utilized in a summative evaluation of the intern (on District/KDE approved forms). Summative evaluation occurs annually for an administrator.
The evaluatee has an opportunity for a written response to the evaluation, and the response becomes a part of the official personnel record.

Multiple Assessments of Performance include but are not all-inclusive:
Formal observations by principal
Principal's walkthrough data used for individual coaching
Collection of Evidence that includes analysis of student work and documentation of proficiency in attainment of the ten teacher standards
Teacher self-assessment based on the ten teacher standards (follows evaluation cycle)
Video tapes of instruction for peer review-documented/reviewed on district walkthrough instrument
Student Growth Data

District Walkthrough Process:

Rationale: According to the book, *Instructional Rounds in Education, A Network Approach to Improving Teaching and Learning* (City, Elmore, Fiarman, and Teital, 2009) the district must first develop a common (across the board) understanding of what instruction actually looks like in each school and classroom and then agree what it would have to look like to generate the kind of student learning we are trying to achieve. This process will contribute to data collection efforts for school-wide and district-wide implications for increasing teacher and school leader effectiveness.

A district walkthrough team, including the building principal who remains constant, will visit each classroom in each school at least monthly to inform instruction and enable the principal to coach individual staff on a consistent basis (providing appropriate supports as necessary).
Walkthrough teams assigned to each school will be collecting data (a "snapshot") that is descriptive, specific about instruction and focused on Lawrence County's district-wide priority goals.

Coaching Session:
Principals shall complete, within five school days of the walkthrough, individual teacher coaching sessions with written comments that result in positive change in instruction and are observable in follow up walkthroughs or observations.
Teachers exhibiting a lack of success in meeting teacher standards and increasing student learning will benefit from the following support mechanisms, as appropriate. Least invasive supports will be employed first.

Teacher Induction:
Teachers with zero to three years experience will actively participate in TARGET, Training and Resources for Growing Effective Teachers. This multi-year induction model provides teachers new to the profession and/or district needed support. During this time induction teachers will meet with district resource teachers to formulate a system of networking, resources and professional growth.

Supports for those failing to meet the standard of expectation include, but are not limited to:
Principal coaching
Peer assistance
Resource teacher mentoring
Regional Center consultants
Outside agencies

Corrective Action Plan:
An *Individual Corrective Action Plan* is developed when an evaluatee receives a "does not meet" rating(s) on any one Standard on the Job Description Data Collection and Conferencing Tool (Formative) or Summative Evaluation or when an immediate change in teacher behavior is required. The evaluator and evaluatee complete the Corrective Action Plan identifying corrective action goals and objectives, strategies designed to achieve the goals, and targeted dates for appraising the evaluatee's improvement of the standard. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

III. Appeals Process:

Appeals Panel
The Lawrence County Board of Education has established an evaluation appeals panel (two-year term from July 1 to June 30) for certified personnel that consists of two (2) members and one (1) alternate elected by the certified employees of the district and one (1) member and one (1) alternate appointed by the Lawrence County Board of Education who is a certified employee of the board. Members may be reelected and/or reappointed.
Whenever a panel member or a panel member's immediate family appeals to the panel, the member will not serve for that appeal. Immediate family includes father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws. No panel member will serve on any appeals panel considering an appeal for which he/she was the evaluator. A panel member will not hear an appeal filed by his/her immediate supervisor.

Submitting Appeal
Certified employees who think they were not fairly evaluated on the summative evaluation may submit a written appeal to the panel within five (5) working days of the receipt of the summative evaluation. The evaluator and evaluatee will be given reasonable opportunity in advance of the hearing (maximum of five (5) working days) to adequately review all documents that are to be presented to the evaluation appeals panel. The evaluatee has the right to the presence of his/her chosen representative at the hearing.
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.
A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education has the opportunity to appeal to the Kentucky Board of Education.

(a) The Kentucky Board of Education shall appoint a committee of there (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557 (5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with the written request.

(c) A brief, written statement and other document/s which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
(d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

Hearings:
The employee has a right to a hearing as to every appeal. The appeals panel will hold necessary hearings in accordance with Lawrence County Board of Education Policy and Procedures 03.18AP.11

Revision of the Evaluation Plan:
The Superintendent/evaluation contact will submit revisions to the evaluation plan to the Lawrence County Board of Education for review to ensure compliance with KRS 156.557 and 704 KAR 3:345. Upon approval, all revisions to the plan will be submitted to the Kentucky Department of Education for approval.

References:
KRS 156.55
704 KAR 3:345
Related Policies and Procedures:
LCBOE P 03.18
LCBOE 03.18 AP 11

Lawrence County Board of Education does not discriminate on the basis of race, color, national origin, religion, marital status, sex, genetic information or disability in employment, educational programs, or activities as set forth in Title IX, Title VI, or Section 504.

Individual Professional Growth Plan

LAWRENCE COUNTY SCHOOLS

Individual Professional Growth Plan

Name: _____ Date: _____ School Year: _____

Identified School/District Improvement Plan Goal and /or Objective
(Individual Growth Plan must align with specific goals and objectives of school/district improvement plan and/or professional development plan for school/district.):

_____

Standard Number	*Present *Professional Development Stage*	*Goal(s)/Objective (describe desired outcome)*	*Procedures and Activities for achieving goals/objectives*	*Target Dates for Completion or Review*	*Expected Impact*	*Additional Support*

Employee's Comments:

Supervisor's Comments:

Individual Growth Plan Developed:	Annual Review: ____ Achieved: ____ Revised: ____ Continued: ____
_____ Employee's Signature Date	_____ Employee's Signature Date
_____ Supervisor's Signature Date	_____ Supervisor's Signature Date

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

Individual Corrective Action Plan

LAWRENCE COUNTY SCHOOLS CORRECTIVE ACTION PLAN

Name: _____ Worksite: _____ School Year: _____ Date: _____

The Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet" rating(s) on the Job Description Data Collection and Conferencing Tool (Formative) OR the Summative Evaluation OR when an immediate change is required in teacher behavior.

Teacher Standard/ Goal	Corrective Action Objective(s)	Corrective Action Strategies	Appraisal Method & Targeted Dates for Each Strategy

	Initial Review	Follow-Up (if required)
Corrective Action Plan Developed: (Date)_____	0 Achieved 0 Revised 0 Continued	0 Achieved 0 Revised 0 Continued
Target Date for Completion:_____	Employee's Signature:_____	Employee's Signature/Date:_____
Employee's Signature:_____	Supervisor's Signature:_____	Supervisor's Signature/Date:_____
Supervisor's Signature:_____	Date of Initial Review:_____	Date of Follow-Up:_____

TEACHER: Pre-Observation Conference, Job Description, Data Collection and Conference tool, and Summative Evaluation Forms

LAWRENCE COUNTY SCHOOLS
PRE-OBSERVATION CONFERENCE-Teacher

Teacher: _____ School: _____ Date of Observation: _____

Subject: _____ Grade: _____ Period/Time: _____

Teacher completes this form and discusses with administrator prior to scheduled observation.

To which part of the curriculum does this lesson relate?

How does this learning 'fit' into the sequence of this class? (i.e. introduce, review, reinforce, reteach and curriculum map, and/or unit)

Briefly describe students in this class, including those with special needs.

What are the essential questions for this lesson? What do you want the students to know and understand?

How will you engage students in the learning? What will the students do? Will students work in groups, or individually, or as a large group? Provide any worksheets or other materials students will be using.

How will you differentiate instruction for different individuals or groups of students in the class?

How and when will you know whether students have learned what you intend? (formal/informal assessments, exit/entrance slips/bellringers…)

What particular teaching behavior should I specifically observe during the lesson (perhaps something related to district or school improvement plan or professional growth plan, related to prior coaching or observation discussions)?

Evaluatee Comments/Responses:

_____

_____

_____

Evaluator Comments/Suggestions: _____

_____

_____

_____

_____

_____

Evaluatee Signature: _____ **Date Discussed:** _____

Evaluator Signature: _____ **Date Discussed:** _____

LAWRENCE COUNTY SCHOOLS
Teacher Job Description, DATA COLLECTION & CONFERENCING TOOL

(Information documented on this form should be gathered from specific products and behaviors such as formal and informal observations, work samples, extra-curricular activities, professional development activities, lesson plans, team work, etc.)

Evaluatee: _____ Evaluatee: _____

Date: _____ Site: _____ Date: _____ Site: _____

Evaluator: _____ Evaluator: _____

Building Principal (home school)

First semester observation of indicators for each standard should be evidenced in left column; second semester use column on right for evidence. (Use additional forms as appropriate for additional observations)

Standard 1: Demonstrates Applied Content Knowledge:

The teacher demonstrates a current and sufficient academic knowledge of certified content area to develop student knowledge and performance in those areas.

Performances – The teacher:

1.1 Demonstrate an in-depth knowledge of content and use this knowledge as a basis for developing and applying pedagogical content knowledge.	**1.1** Demonstrate an in-depth knowledge of content and use this knowledge as a basis for developing and applying pedagogical content knowledge.
1.2 Communicate concepts, processes and knowledge.	**1.2** Communicate concepts, processes and knowledge.
1.3 Connect content to life experiences of student; makes instruction relevant.	**1.3** Connect content to life experiences of student; makes instruction relevant.
1.4 Demonstrate instructional strategies that are appropriate for content and contribute to student learning.	**1.4** Demonstrate instructional strategies that are appropriate for content and contribute to student learning.
1.5 Guide students to understand content from various perspectives.	**1.5** Guide students to understand content from various perspectives.
1.6 Identify and address students' misconceptions of content.	**1.6** Identify and address students' misconceptions of content.
1.7 Demonstrate knowledge of, support and consider district priority goals for student achievement in the management of duties of District Employee.	**1.7** Demonstrate knowledge of, support and consider district priority goals for student achievement in the management of duties of District Employee.
Standard 1. Considerations for professional growth plan:	**Standard 1.** Considerations for professional growth plan:

Standard 2: Designs/Plans Instruction:

The teacher designs/plans instruction and 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.

Performances- The teacher:

2.1 Develop significant objectives aligned with standards.	**2.1** Develop significant objectives aligned with standards.

2.2 Use contextual data to design instruction relevant to students.	**2.2** Use contextual data to design instruction relevant to students.
2.3 Plan assessments to guide instruction and measure learning objectives.	**2.3** Plan assessments to guide instruction and measure learning objectives.
2.4 Make assessments (formative and summative) an integral component of instructional decision making.	**2.4** Make assessments (formative and summative) an integral component of instructional decision making.
2.5 Plan instructional strategies and activities that address learning objectives for all students.	**2.5** Plan instructional strategies and activities that address learning objectives for all students.
2.6 Plan instructional strategies and activities that facilitate multiple levels of learning.	**2.6** Plan instructional strategies and activities that facilitate multiple levels of learning.
Standard 2. Considerations for professional growth plan:	**Standard 2.** Considerations for professional growth plan:

Standard 3: Creates and Maintains Learning Climate:

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

Performances – The teacher:

3.1 Take responsibility for student learning.	**3.1** Take responsibility for student learning.
3.2 Communicate high expectations.	**3.2** Communicate high expectations.
3.3 Establish a positive learning environment.	**3.3** Establish a positive learning environment.
3.4 Value and support student diversity and address individual needs.	**3.4** Value and support student diversity and address individual needs.
3.5 Foster mutual respect between teacher and students and among students.	**3.5** Foster mutual respect between teacher and students and among students.
3.6 Provide a safe environment for learning.	**3.6** Provide a safe environment for learning.
Standard 3. Considerations for professional growth plan:	**Standard 3.** Considerations for professional growth plan:

Standard 4: 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.

Performances – The teacher:

4.1 Use a variety of instructional strategies that align with learning objectives and actively engage students.	**4.1** Use a variety of instructional strategies that align with learning objectives and actively engage students.
4.2 Provide access to common core curriculum by utilizing differentiated teaching strategies, interventions, manipulatives, calculators, information technology, etc.	**4.2** Provide access to common core curriculum by utilizing differentiated teaching strategies, interventions, manipulatives, calculators, information technology, etc.
4.3 Implement instruction based on diverse student needs and assessment data.	**4.3** Implement instruction based on diverse student needs and assessment data.
4.4 Utilize curriculum documents in the development of course maps/pacing guides in order to ensure instructional rigor.	**4.4** Utilize curriculum documents in the development of course maps/pacing guides in order to ensure instructional rigor.
4.5 Use time effectively to maximize instruction.	**4.5** Use time effectively to maximize instruction.
4.6 Make effective use of planning time.	**4.6** Make effective use of planning time.
4.7 Teach daily from bell to bell.	**4.7**Teach daily from bell to bell.
4.8 Use space and materials effectively.	**4.8** Use space and materials effectively.
4.9 Model literacy and numeracy strategies to enable students to communicate and analyze problems/tasks and solutions.	**4.9** Model literacy and numeracy strategies to enable students to communicate and analyze problems/tasks and solutions.
4.10 Implement and manages instruction in ways that facilitate higher order thinking.	**4.10** Implement and manages instruction in ways that facilitate higher order thinking.
Standard 4. Considerations for professional growth plan:	**Standard 4.** Considerations for professional growth plan:

Standard 5: Assesses/Communicates Learning Results

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

Performances – The teacher:

5.1 Use pre-assessments.	**5.1** Use pre-assessments.
5.2 Uses formative assessments	**5.2** Uses formative assessments

5.3 Use summative assessments.	**5.3** Use summative assessments.
5.4 Describe, analyze, and evaluate student performance data.	**5.4** Describe, analyze, and evaluate student performance data.
5.5 Provide students feedback that is focused, descriptive, and qualitative.	**5.5** Provide students feedback that is focused, descriptive, and qualitative.
5.6 Analyze and use student work to inform instruction (revisions to lesson) and student learning.	**5.6** Analyze and use student work to inform instruction (revisions to lesson) and student learning.
5.7 Communicate learning results to students and parents.	**5.5** Communicate learning results to students and parents.
5.8 Allow opportunity for student self-assessment.	**5.6** Allow opportunity for student self-assessment.
Standard 5. Considerations for professional growth plan:	**Standard 5.** Considerations for professional growth plan:

Standard 6: 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.

Performances – The teacher:

6.1 Use available technology to design and plan instruction.	**6.1** Use available technology to design and plan instruction.
6.2 Use available technology to implement instruction that facilitates student learning.	**6.2** Use available technology to implement instruction that facilitates student learning.
6.3 Integrate student use of available technology into instruction.	**6.3** Integrate student use of available technology into instruction.
6.4 Use available technology to assess and communicate student learning.	**6.4** Use available technology to assess and communicate student learning.
6.5 Demonstrate ethical and legal use of technology.	**6.5** Demonstrate ethical and legal use of technology.
Standard 6. Considerations for professional growth plan:	**Standard 6.** Considerations for professional growth plan:

Standard 7: Reflects/Evaluates Teaching/Learning:

The teacher reflects on and evaluates teaching/learning situations and/or programs.

Performances-The teacher:

7.1 Use data to reflect on and evaluate student learning.	**7.1** Use data to reflect on and evaluate student learning.

7.2 Use data to reflect on and evaluate instructional practice.	**7.2** Use data to reflect on and evaluate instructional practice.
7.3 Use data to reflect on and identify areas for professional growth.	**7.3** Use data to reflect on and identify areas for professional growth.
Standard 7. Considerations for professional growth plan:	**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.

Performances-The teacher:

8.1 Identify students whose learning could be enhanced by collaboration.	**8.1** Identify students whose learning could be enhanced by collaboration.
8.2 Effectively utilize all support staff.	**8.2** Effectively utilize all support staff.
8.3 Design a plan to enhance student learning that includes all parties in the collaborative effort.	**8.3** Design a plan to enhance student learning that includes all parties in the collaborative effort.
8.4 Implement planned activities that enhance student learning and engage all parties.	**8.4** Implement planned activities that enhance student learning and engage all parties.
8.5 Analyze data to evaluate the outcomes of collaborative efforts.	**8.5** Analyze data to evaluate the outcomes of collaborative efforts.
Standard 8. Considerations for professional growth plan:	**Standard 8.** Considerations for professional growth plan:

Standard 9 Evaluates Teaching and Implements Professional Development:

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

Performances-The teacher:

9.1 Self assess performance relative to Kentucky's Teacher Standards.	**9.1** Self assess performance relative to Kentucky's Teacher Standards.
9.2 Identify priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	**9.2** Identify priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
9.3 Design a professional growth plan that addresses identified priorities.	**9.3** Design a professional growth plan that addresses identified priorities.

9.4 Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.	**9.4** Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.
Standard 9. Considerations for professional growth plan:	**Standard 9.** Considerations for professional growth plan:

Standard 10 Provides Leadership within School/Community/Profession:

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

Performances-The teacher:

10.1 Identify leadership opportunities that enhance student learning and/or professional environment of the school.	**10.1** Identify leadership opportunities that enhance student learning and/or professional environment of the school.
10.2 Develop a plan for engaging in leadership activities.	**10.2** Develop a plan for engaging in leadership activities.
10.3 Implement a plan for engaging in leadership activities.	**10.3** Implement a plan for engaging in leadership activities.
10.4 Analyze data to evaluate the results of planned and executed leadership efforts.	**10.4** Analyze data to evaluate the results of planned and executed leadership efforts.
10.5 Adhere to professional code of ethics.	**10.5** Adhere to professional code of ethics.
10.6 Adhere to laws, rules and district policies and timelines and effectively translate such to staff as appropriate.	**10.6** Adhere to laws, rules and district policies and timelines and effectively translate such to staff as appropriate.
10.7 Demonstrate regular attendance and punctuality.	**10.7** Demonstrate regular attendance and punctuality.
10.8 Perform other duties as assigned.	**10.8** Perform other duties as assigned.
Standard 10. Considerations for professional growth plan:	**Standard 10.** Considerations for professional growth plan:
Evaluatee Comments: Evaluator Comments:	Evaluatee Comments: Evaluator Comments:
_____ _____ 1st Semester-Evaluatee Signature/Post Conference Date	_____ _____ 2nd Semester-Evaluatee Signature/Post Conference Date
_____ _____ 1st Semester-Evaluator Signature/Post Conference Date	_____ _____ 2nd Semester-Evaluator Signature/Post Conference Date

LAWRENCE COUNTY SCHOOLS
SUMMATIVE EVALUATION-Teacher

(Information documented on this form should be gathered from specific products and behaviors such as formal and informal observations, work samples, extra-curricular activities, professional development activities, lesson plans, team work, etc.)

Evaluatee: _____ Grade/Content Area: _____

School: _____ Tenured_____ Non-Tenured_____

Evaluator: _____ Position:_____

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

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

Standards/Indicators	Performance/Product Ratings (More than one rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Standard 1: Demonstrates Applied Content Knowledge: The teacher demonstrates a current and sufficient academic knowledge of certified content area to develop student knowledge and performance in those areas.				
1.1 Demonstrate an in-depth knowledge of content and use this knowledge as a basis for developing and applying pedagogical content knowledge.				
1.2 Communicate concepts, process and knowledge.				
1.3 Connect content to life experiences of student; makes instruction relevant.				
1.4 Demonstrate instructional strategies that are appropriate for content and contribute to student learning.				
1.5 Guide students to understand content from various perspectives.				
1.6 Identify and address students' misconceptions of content.				
1.7 Demonstrate knowledge of, support and consider district priority goals for student achievement in the management of duties of District Employee.				
Overall Summative Rating for Standard 1				

Standard 2. Designs/Plans Instruction: The teacher designs/plans instruction and 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.	Meets	Growth Needed	Does NOT Meet	Discussed
2.1 Develop significant objectives aligned with standards.				
2.2 Use contextual data to design instruction relevant to students.				
2.3 Plan assessments to guide instruction and measure learning objectives.				
2.4 Make assessments (formative and summative) an integral component of instructional decision making.				
2.5 Plan instructional strategies and activities that address learning objectives for all students.				
2.6 Plan instructional strategies and activities that facilitate multiple levels of learning.				
Overall Summative Rating for Standard 2				

Standard 3. Creates and Maintains Learning Climate: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	Meets	Growth Needed	Does NOT Meet	Discussed
3.1 Take responsibility for student learning.				
3.2 Communicate high expectations.				
3.3 Establish a positive learning environment.				
3.4 Value and support student diversity and address individual needs.				
3.5 Foster mutual respect between teacher and students and among students.				
3.6 Provide a safe environment for learning.				
Overall Summative Rating for Standard 3				

Standard 4. Implements and 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.	Meets	Growth Needed	Does NOT Meet	Discussed
4.1 Use a variety of instructional strategies that align with learning objectives and actively engage students.				
4.2 Provide access to common core curriculum by utilizing differentiated teaching strategies, interventions, manipulatives, calculators, information technology, etc.				
4.3 Implement instruction based on diverse student needs and assessment data.				
4.4 Utilize curriculum documents in the development of course maps/pacing guides in order to ensure instructional rigor.				
4.5 Use time effectively to maximize instruction.				
4.6 Make effective use of planning time.				
4.7Teach daily from bell to bell.				
4.8 Use space and materials effectively.				
4.9 Model literacy and numeracy strategies to enable students to communicate and analyze problems/tasks and solutions.				
4.10 Implement and manage instruction in ways that facilitate higher order thinking.				
Overall Summative Rating for Standard 4				

Standard 5 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, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	Meets	Growth Needed	Does NOT Meet	Discussed
5.1. Use pre-assessments.				
5.2 Use formative assessments.				
5.3 Use summative assessments.				
5.4 Describe, analyze, and evaluate student performance data.				
5.5 Provide students feedback that is focused, descriptive, and qualitative.				
5.6 Analyze and use student work to inform instruction (revisions to lesson) and student learning.				
5.7 Communicate learning results to students and parents.				
5.8 Allow opportunity for student self-assessment.				
Overall Summative Rating for Standard 5				

Standard 6 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.	Meets	Growth Needed	Does NOT Meet	Discussed
6.1. Use available technology to design and plan instruction.				
6.2 Use available technology to implement instruction that facilitates student learning.				
6.3. Integrate student use of available technology into instruction.				
6.4 Use available technology to assess and communicate student learning.				
6.5 Demonstrate ethical and legal use of technology.				
Overall Summative Rating for Standard 6				

Standard 7 Reflects and Evaluates Teaching/Learning: The teacher reflects on and evaluates teaching/learning situations and/or programs.	Meets	Growth Needed	Does NOT Meet	Discussed
7.1 Uses data to reflect on and evaluate student learning.				
7.2 Uses data to reflect on and evaluate instructional practice.				
7.3 Uses data to reflect on and indentify areas for professional growth.				
Overall Summative Rating for Standard 7				

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.	Meets	Growth Needed	Does NOT Meet	Discussed
8.1 Identify students whose learning could be enhanced by collaboration.				
8.2 Effectively utilize all support staff.				
8.3 Design a plan to enhance student learning that includes all parties in the collaborative effort.				
8.4 Implement planned activities that enhance student learning and engage all parties.				
8.5 Analyze data to evaluate the outcomes of collaborative efforts.				
Overall Summative Rating for Standard 8				

Standard 9 Evaluates Teaching/Implements Professional Development: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.	Meets	Growth Needed	Does NOT Meet	Discussed
9.1 Self assess performance relative to Kentucky's Teacher Standards.				
9.2 Identify priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.				
9.3 Design a professional growth plan that addresses identified priorities.				
9.4. Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.				
Overall Summative Rating for Standard 9				

Standard 10 Provides Leadership within School/Community/Profession: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.	Meets	Growth Needed	Does NOT Meet	Discussed
10.1 Identify leadership opportunities that enhance student learning and/or professional environment of the school.				
10.2. Develop a plan for engaging in leadership activities.				
10.3 Implement a plan for engaging in leadership activities.				
10.4 Analyze data to evaluate the results of planned and executed leadership efforts.				
10.5 Adhere to the professional code of ethics.				
10.6 Adhere to laws, rules and district policies and timelines and effectively translate such to staff as appropriate.				
10.7 Demonstrate regular attendance and punctuality.				
10.8 Perform other duties as assigned.				
Overall Summative Rating for Standard 10				

Evaluatee Comments:

_____

_____

_____

Evaluator Comments:

_____

_____

_____

Evaluatee: ___Agree with this summative evaluation

____ Disagree with this summative evaluation

_____ _____

Signature Date

Evaluator:

_____ _____

Signature Date

Employment Recommendation to Central Office:

_____Meets standards for reemployment

_____Does not meet standards for reemployment

Certified employees may submit a written appeal of the summative evaluation in accordance with Lawrence County Schools' policy 3.18. Additionally, appeals can be made to the Kentucky Board of Education in accordance with KRS 156.557 & KAR 704 3.345.

LAWRENCE COUNTY SCHOOLS
PRE-OBSERVATION CONFERENCE-Library Media Specialist

Teacher: _____School:_____Date of Observation: _____

Subject: _____Grade:_____Period/Time: _____
Teacher completes this form and discusses with administrator prior to scheduled observation.

-Briefly describe planned activities under the standard(s) addressed:

1. **Demonstrates Proficiency as Instructional Partner**

2. **Demonstrates Proficiencies as Information Specialist**

3. **Demonstrates Proficiency as Teacher**

4. **Demonstrates Proficiency as Program Administrator**

-Special circumstances for consideration:

Evaluatee: _____Date:_____

Evaluator: _____Date:_____

Evaluatee Comments/Responses:
_____
_____
_____

Evaluator Comments/Suggestions:_____
_____
_____
_____

Evaluatee Signature: _____ **Date Discussed:** _____

Evaluator Signature: _____ **Date Discussed:** _____

LAWRENCE COUNTY SCHOOLS

Library Media Specialist Job Description Data Collection and Conferencing Tool

(Information documented on this form should be gathered from specific products and behaviors such as formal and informal observations, work samples, extra-curricular activities, professional development activities, lesson plans, team work, etc.)

Evaluatee:_____ **Activity Observed:**_____

Number of Students:_____ **Work Site:**_____

Evaluator:_Building Principal (home school)_____ **Date of Observation:**_____

First semester observation of indicators for each standard should be evidenced in left column; second semester use column on right for evidence.
(Use additional forms as appropriate for additional observations)

Standard 1: Demonstrates Proficiency as Instructional Partner:

1.1-Demonstrate knowledge of curriculum.	**1.1**-Demonstrate knowledge of curriculum.
1.2-Demonstrate understanding of importance and operation of school based committees and councils, including curriculum committee.	**1.2**-Demonstrate understanding of importance and operation of school based committees and councils, including curriculum committee.
1.3-Provide the resources necessary to facilitate integrating Internet into the curriculum.	**1.3**-Provide the resources necessary to facilitate integrating Internet into the curriculum.
1.4-Demonstrate leadership skills; collaborate and form instructional partnerships.	**1.4**-Demonstrate leadership skills; collaborates and forms instructional partnerships.
1.5-Develop and provide professional development opportunities for building level teachers, administrators and staff.	**1.5**-Develop and provides professional development opportunities for building level teachers, administrators and staff.
1.6-Develop and provide professional collections for faculty use.	**1.6**-Develop and provides professional collections for faculty use.
1.7-Work to establish and maintain rapport with students, parents, faculty/staff and others.	**1.7**-Work to establish and maintain rapport with students, parents, faculty/staff and others.
1.8-Demonstrate knowledge of, support and consider district priority goals for student achievement in the management of duties.	**1.8**-Demonstrate knowledge of, support and consider district priority goals for student achievement in the management of duties.

Standard 2: Demonstrates Proficiencies as Information Specialist

2.1-Access external information sources.	**2.1**-Access external information sources.
2.2-Evaluate and appropriately utilize electronic and print information resources.	**2.2**-Evaluate and appropriately utilize electronic and print information resources.
2.3-Guide the school community in the selection of appropriate resources.	**2.3**-Guide the school community in the selection of appropriate resources.
2.4-Incorporate the use of technology in instruction and in information problem-solving strategies.	**2.4**-Incorporate the use of technology in instruction and in information problem-solving strategies.
2.5-Demonstrate knowledge and use of multimedia.	**2.5**-Demonstrate knowledge and use of multimedia.

Standard 3: Demonstrates Proficiency as Teacher

3.1-Assist students to become independent learners.	**3.1**-Assist students to become independent learners.
3.2-Demonstrate knowledge of teaching methodologies.	**3.2**-Demonstrate knowledge of teaching methodologies.

3.3-Demonstrate instructional strategies that are appropriate for content and contribute to multiple levels of student learning.	**3.3**-Demonstrate instructional strategies that are appropriate for content and contribute to multiple levels of student learning.
3.4-Provide developmentally appropriate learning experiences.	**3.4**-Provide developmentally appropriate learning experiences.
3.5-Assist students in the use of multi-media for completion of projects.	**3.5**-Assist students in the use of multi-media for completion of projects.
3.6-Orient students and faculty to media center facility and services.	**3.6**-Orient students and faculty to media center facility and services.
3.7-Establish a welcoming atmosphere in the library media center.	**3.7**-Establish a welcoming atmosphere in the library media center.
3.8- Employ management techniques that are fair and signify value and support for student diversity and address individual needs.	**3.8**- Employ management techniques that are fair and signify value and support for student diversity and address individual needs.
3.9-Foster mutual respect between teacher and students and among students.	**3.9**-Foster mutual respect between teacher and students and among students.
3.10-Demonstrate knowledge of literature for children, adolescents, young adults.	**3.10**-Demonstrate knowledge of literature for children, adolescents, young adults.
3.11-Provide reading guidance.	**3.11**-Provide reading guidance.
3.12-Provide reading motivation.	**3.12**-Provide reading motivation.
3.13-Give book talks and 'tells stories' appropriate to the interest and age level.	**3.13**-Give book talks and 'tells stories' appropriate to the interest and age level.

Standard 4: Demonstrates Proficiency as Program Administrator

4.1-Take responsibility for student learning.	**4.1**-Take responsibility for student learning.
4.1-Prepare and execute the LMC budget based on the needs of the program and school.	**4.1**-Prepare and execute the LMC budget based on the needs of the program and school.
4.2-Write/assist with writing grants.	**4.2**-Write/assist with writing grants.
4.3-Consistently work to develop library collection.	**4.3**-Consistently work to develop library collection.
4.4-Adhere to copyright laws.	**4.4**-Adhere to copyright laws.
4.5-Complete and maintains current inventory.	**4.5**-Complete and maintains current inventory.
4.6-Deal with vendors effectively and appropriately.	**4.6**-Deal with vendors effectively and appropriately.
4.7-Adhere to school, district, and community guidelines.	**4.7**- Adhere to school, district, and community guidelines.
4.8-Understand the role of the library media program in the school setting.	**4.8**-Understand the role of the library media program in the school setting.
4.9-Establish circulation policies and procedures.	**4.9**-Establish circulation policies and procedures.

4.10-Critically evaluate the library media program.	**4.10**-Critically evaluate the library media program.
4.11-Plan long and short range goals.	**4.11**-Plan long and short range goals.
4.12-Schedule the library media center with flexible access.	**4.12**-Schedule the library media center with flexible access.
4.13-Maintain statistical records (circulation, reference questions, etc.)	**4.13**-Maintain statistical records (circulation, reference questions, etc.)
4.14-Manage time and prioritize tasks efficiently.	**4.14**-Manage time and prioritize tasks efficiently.
4.15-Effectively practice oral and written presentation skills.	**4.15**-Effectively practice oral and written presentation skills.
4.16-Develop and implement an appropriate professional development plan.	**4.16**-Develop and implement an appropriate professional development plan.
4.17-Participate in professional organizations and networking on state and national level.	**4.17**-Participate in professional organizations and networking on state and national level.
4.18-Understand and adhere to professional code of ethics	**4.18**-Understand and adheres to professional ethics
4.19-Demonstrate knowledge of acquisition policies and procedures.	**4.19**-Demonstrate knowledge of acquisition policies and procedures.
4.20-Demonstrate skill in cataloging, classifying and processing acquisitions.	**4.20**-Demonstrate skill in cataloging, classifying and processing acquisitions.
4.21-Demonstrate knowledge of automated and manual circulation, administrative and patron access catalog systems.	**4.21**-Demonstrate knowledge of automated and manual circulation, administrative and patron access catalog systems.
4.22-Demonstrate skill in materials maintenance.	**4.22**-Demonstrate skill in materials maintenance.
4.23-Organize the media center collection.	**4.23**-Organize the media center collection.
4.24-	**4.24**-
4.25-Demonstrate regular attendance and punctuality.	**4.25**-Demonstrate regular attendance and punctuality.
4.26-Perform other duties as assigned.	**4.26**-Perform other duties as assigned.

Evaluatee Comments: **Evaluator Comments:**	**Evaluatee Comments:** **Evaluator Comments:**

1st Semester-Evaluatee Signature/Post Conference Date	2nd semester-Evaluatee Signature/Post Conference Date

1st Semester-Evaluator Signature/Post Conference Date	2nd semester-Evaluator Signature/Post Conference Date

LAWRENCE COUNTY SCHOOLS
SUMMATIVE EVALUATION-Library Media Specialist

(Information documented on this form should be gathered from specific products and behaviors such as formal and informal observations, work samples, extra-curricular activities, professional development activities, lesson plans, team work, etc.)

Evaluatee: _____Grade/Content Area: _____

School: _____Tenured_____Non-Tenured_____

Evaluator: _____Position:_____

Date(s) of Observation(s): 1st:_____2nd:_____3rd:_____4th:_____

Date(s) of Observation(s): 1st:_____2nd:_____3rd:_____4th:_____

Standards/Indicators	Performance/Product Ratings (More than one rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Standard 1: Demonstrates Applied Content Knowledge: The teacher demonstrates a current and sufficient academic knowledge of certified content area to develop student knowledge and performance in those areas.				
1.1 Demonstrate an in-depth knowledge of content and use this knowledge as a basis for developing and applying pedagogical content knowledge.				
1.2 Communicate concepts, processes and knowledge.				
1.3 Connect content to life experiences of student; makes instruction relevant.				
1.4 Demonstrate instructional strategies that are appropriate for content and contribute to student learning.				
1.5 Guide students to understand content from various perspectives.				
1.6 Identify and address students' misconceptions of content.				
1.7 Demonstrate knowledge of, support and consider district priority goals for student achievement in the management of duties of District Employee.				
1.8-Develop and provide professional collections for faculty use.				
Overall Summative Rating for Standard 1				

Standard 2. Designs/Plans Instruction: The teacher designs/plans instruction and 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.	Meets	Growth Needed	Does NOT Meet	Discussed
2.1 Develop significant objectives aligned with standards.				
2.2 Use contextual data to design instruction relevant to students.				
2.3 Plan assessments to guide instruction and measure learning objectives.				
2.4 Make assessments (formative and summative) an integral component of instructional decision making.				
2.5 Plan instructional strategies and activities that address learning objectives for all students.				
2.6 Plan instructional strategies and activities that facilitate multiple levels of learning.				
Overall Summative Rating for Standard 2				

Standard 3. Creates and Maintains Learning Climate: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	Meets	Growth Needed	Does NOT Meet	Discussed
3.1 Take responsibility for student learning.				
3.2 Communicate high expectations.				
3.3 Establish a positive learning environment.				

3.4 Value and support student diversity and address individual needs.				
3.5 Foster mutual respect between teacher and students and among students.				
3.6 Provide a safe environment for learning.				
3.7 Critically evaluate the library media program.				
3.8 Plan long and short range goals.				
3.9 Schedule the library media center with flexible access.				
3.10 Maintain statistical records (circulation, reference questions, etc.)				
3.11 Manage time and prioritize tasks efficiently.				
3.12 Effectively practice oral and written presentation skills.				
3.13 Develop and implement an appropriate professional development plan.				
3.14 Participate in professional organizations and networking on state and national level.				
3.15 Demonstrate knowledge of acquisition policies and procedures.				
3.16 Demonstrate skill in cataloging, classifying and processing acquisitions.				
3.17 Demonstrate knowledge of automated and manual circulation, administrative and patron access catalog systems.				
Overall Summative Rating for Standard 3				

Standard 4. Implements and 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.	**Meets**	**Growth Needed**	**Does NOT Meet**	**Discussed**
4.1 Use a variety of instructional strategies that align with learning objectives and actively engage students.				
4.2 Provide access to common core curriculum by utilizing differentiated teaching strategies, interventions, manipulatives, calculators, information technology, etc.				
4.3 Implement instruction based on diverse student needs and assessment data.				
4.4 Utilize curriculum documents in the development of course maps/pacing guides in order to ensure instructional rigor.				
4.5 Use time effectively to maximize instruction.				
4.6 Make effective use of planning time.				
4.7 Teach daily from bell to bell.				
4.8 Use space and materials effectively.				
4.9 Model literacy and numeracy strategies to enable students to communicate and analyze problems/tasks and solutions.				
4.10 Implement and manage instruction in ways that facilitate higher order thinking.				
4.11 Provide developmentally appropriate learning experiences.				
4.12 Assist students in the use of multi-media for completion of projects.				
4.13 Orient students and faculty to media center facility and services.				
4.14 Establish a welcoming atmosphere in the library media center.				
4.15 Demonstrate knowledge of literature for children, adolescents, young adults.				
4.16 Provide reading guidance.				
4.17 Provide reading motivation.				
4.18 Give book talks and 'tells stories' appropriate to the interest and age level.				
Overall Summative Rating for Standard 4				

Standard 5 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, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	**Meets**	**Growth Needed**	**Does NOT Meet**	**Discussed**
5.1. Use pre-assessments.				
5.2 Use formative assessments.				
5.3 Use summative assessments.				

5.4 Describe, analyze, and evaluate student performance data.				
5.5 Provide students feedback that is focused, descriptive, and qualitative.				
5.6 Analyze and use student work to inform instruction (revisions to lesson) and student learning.				
5.7 Communicate learning results to students and parents.				
5.8 Allow opportunity for student self-assessment.				
Overall Summative Rating for Standard 5				

Standard 6 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.	**Meets**	**Growth Needed**	**Does NOT Meet**	**Discussed**
6.1. Use available technology to design and plan instruction.				
6.2 Use available technology to implement instruction that facilitates student learning.				
6.3. Integrate student use of available technology into instruction.				
6.4 Use available technology to assess and communicate student learning.				
6.5 Demonstrate ethical and legal use of technology.				
6.6 Provide the resources necessary to facilitate integrating Internet into the curriculum.				
Overall Summative Rating for Standard 6				

Standard 7 Reflects and Evaluates Teaching/Learning: The teacher reflects on and evaluates teaching/learning situations and/or programs.	**Meets**	**Growth Needed**	**Does NOT Meet**	**Discussed**
7.1 Uses data to reflect on and evaluate student learning.				
7.2 Uses data to reflect on and evaluate instructional practice.				
7.3 Uses data to reflect on and indentify areas for professional growth.				
Overall Summative Rating for Standard 7				

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.	**Meets**	**Growth Needed**	**Does NOT Meet**	**Discussed**
8.1 Identify students whose learning could be enhanced by collaboration.				
8.2 Effectively utilize all support staff.				
8.3 Design a plan to enhance student learning that includes all parties in the collaborative effort.				
8.4 Implement planned activities that enhance student learning and engage all parties.				
8.5 Analyze data to evaluate the outcomes of collaborative efforts.				
8.6 Demonstrate understanding of importance and operation of school based committees and councils, including curriculum committee.				
Overall Summative Rating for Standard 8				

Standard 9 Evaluates Teaching/Implements Professional Development: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.	**Meets**	**Growth Needed**	**Does NOT Meet**	**Discussed**
9.1 Self assess performance relative to Kentucky's Teacher Standards.				
9.2 Identify priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.				
9.3 Design a professional growth plan that addresses identified priorities.				
9.4. Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.				
Overall Summative Rating for Standard 9				

Standard 10 Provides Leadership within School/Community/Profession: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.	**Meets**	**Growth Needed**	**Does NOT Meet**	**Discussed**
10.1 Identify leadership opportunities that enhance student learning and/or professional environment of the school.				
10.2. Develop a plan for engaging in leadership activities.				
10.3 Implement a plan for engaging in leadership activities.				
10.4 Analyze data to evaluate the results of planned and executed leadership efforts.				
10. 5 Demonstrate leadership skills; collaborate and form instructional partnerships.				
10.6 Guide the school community in the selection of appropriate resources.				
10.7 Incorporate the use of technology in instruction and in information problem-solving strategies.				
10.8 Demonstrate knowledge and use of multimedia.				
10.9 Prepare and execute the LMC budget based on the needs of the program and school.				
10.10 Write/assist with writing grants.				
10.11 Consistently work to develop library collection.				
10.12 Adhere to copyright laws.				
10.13 Complete and maintains current inventory.				
10.14 Deal with vendors effectively and appropriately.				
10.15 Adhere to school, district, and community guidelines.				
10.16 Understand the role of the library media program in the school setting.				
10.17 Establish circulation policies and procedures.				
10.18 Adhere to the professional code of ethics.				
10.19 Demonstrate regular attendance and punctuality.				
10.20 Perform other duties as assigned.				
Overall Summative Rating for Standard 10				

Evaluatee Comments:

_____

_____

_____

_____

Evaluator Comments:

_____

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_____

Evaluatee: ____Agree with this summative evaluation

____ Disagree with this summative evaluation

_____ _____

Signature Date

Evaluator:

_____ _____

Signature Date

Employment Recommendation to Central Office:

_____Meets standards for reemployment

_____Does not meet standards for reemployment

Certified employees may submit a written appeal of the summative evaluation in accordance with Lawrence County Schools' policy 3.18. Additionally, appeals can be made to the Kentucky Board of Education in accordance with KRS 156.557 & KAR 704 3.345.

LAWRENCE COUNTY SCHOOLS
PRE-OBSERVATION CONFERENCE-Guidance Counselor

Teacher: _____School:_____Date of Observation: _____

Subject: _____Grade:_____Period/Time: _____
Teacher completes this form and discusses with administrator prior to scheduled observation.

-Briefly describe planned activities under the standard(s) addressed:

1. **Program Development, Implementation, and Evaluation**

2. **Counseling and Guidance**

3. **Interpersonal Relationships**

4. **Roles and Responsibilities**

-Special circumstances for consideration:

Evaluatee: _____Date:_____

Evaluator: _____Date:_____

Evaluatee Comments/Responses:
_____
_____
_____
Evaluator Comments/Suggestions:_____
_____
_____
_____

Evaluatee Signature: _____ **Date Discussed:** _____

Evaluator Signature: _____ **Date Discussed:** _____

Lawrence County Schools

Guidance Counselor Job Description, Data Collection and Conferencing Tool

(Information documented on this form should be gathered from specific products and behaviors such as formal and informal observations, work samples, extra-curricular activities, professional development activities, lesson plans, team work, etc.)

Evaluatee: _____ Activity **Observed:** _____

Number of Students: _____ **Work Site:** _____

Evaluator: Building Principal (home school) _____ **Dates of Observation:** _____

First semester observation of indicators for each standard should be evidenced in left column; second semester use column on right for evidence.
(Use additional forms as appropriate for additional observations)

Standard 1: Program Development, Implementation, and Evaluation

1.1 Use, manage, analyze, and present data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) to improve student outcomes.	**1.1** Use, manage, analyze, and present data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) to improve student outcomes.
1.2 Design, implement, monitor, and evaluate comprehensive developmental school counseling programs (e.g., the *ASCA National Standards for School Counseling Programs*) including an awareness of various systems that affect students, school, and home;	**1.2** Design, implement, monitor, and evaluate comprehensive developmental school counseling programs (e.g., the *ASCA National Standards for School Counseling Programs*) including an awareness of various systems that affect students, school, and home;
1.3 Implement and evaluate specific strategies that meet program goals and objectives;	**1.3** Implement and evaluate specific strategies that meet program goals and objectives;
1.4 Make assessments (formative and summative) an integral component of instructional decision making.	**1.4** Make assessments (formative and summative) an integral component of instructional decision making.
1.5 Complete regular training and updates for chairing special education Administrative Release Committee meetings; facilitate referral process from inception and conduct meetings as assigned in legal and ethical manner.	**1.5** Complete regular training and updates for chairing special education Administrative Release Committee meetings; facilitate referral process from inception and conduct meetings as assigned in legal and ethical manner.
1.6 Identify student academic, career, and personal/social competencies and implement processes and activities to assist students in achieving these competencies;	**1.6** Identify student academic, career, and personal/social competencies and implements processes and activities to assist students in achieving these competencies;
1.7 Counsel, facilitate and assist students in development and revision of ILP as assigned.	**1.7** Counsel, facilitate and assist students in development and revision of ILP as assigned.
1.8 Prepare an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;	**1.8** Prepare an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;
1.9 Explore strategies for seeking and securing alternative funding for program expansion; and	**1.9** Explore strategies for seeking and securing alternative funding for program expansion; and
1.10 Use technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.	**1.10** Use technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.
1.11 Develop, implement, review and revise an appropriate professional development plan congruent with district and state goals.	**1.11** Develop and implement, review and revise an appropriate professional development plan congruent with district and state goals.

1.12 Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.	**1.12** Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
1.13 Demonstrate knowledge of, support and consider district priority goals for student achievement in the management of duties as district employee.	**1.13** Demonstrate knowledge of, support and consider district priority goals for student achievement in the management of duties as district employee.

Standard 2: Counseling and Guidance

2.1 Utilize individual and small-group counseling approaches that promote school success through academic, career, and personal/social development for all;	**2.1** Utilize individual and small-group counseling approaches that promote school success through academic, career, and personal/social development for all;
2.2 Utilize individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career, and personal/social development;	**2.2** Utilize individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career, and personal/social development;
2.3 Provide for student approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;	**2.3** Provide for student approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;
2.4 Proactively address issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide);	**2.4** Proactively address issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide);
2.5 Utilize developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);	**2.5** Utilize developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);
2.6 Form and maintain constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success;	**2.6** Form and maintain constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success;
2.7 Exhibit understanding of systems theories and relationship among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system;	**2.7** Exhibit understanding of systems theories and relationship among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system;
2.8 Utilize a variety of approaches to recognize and assist children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.	**2.8** Utilize a variety of approaches to recognize and assist children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.
2.9 Develop the instructional and leadership capacity of staff.	**2.9** Develop the instructional and leadership capacity of staff.

Standard 3: Interpersonal Relationships

3.1 Demonstrate a variety of strategies to promote, develop, and enhance effective teamwork within the school and larger community;	**3.1** Demonstrate a variety of strategies to promote, develop, and enhance effective teamwork within the school and larger community;

3.2 Utilize theories, models, and processes of consultation and change with teachers, administrators other school personnel, parents, community groups, agencies, and students as appropriate;	**3.2** Utilize theories, models, and processes of consultation and change with teachers, administrators other school personnel, parents, community groups, agencies, and students as appropriate;
3.3 Employ strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and	**3.3** Employ strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and
3.4 Nurture and sustain a culture of collaboration, trust, leaning, and high expectations and serve as a role model for staff and students.	**3.4** Nurture and sustain a culture of collaboration, trust, leaning, and high expectations and serve as a role model for staff and students.
3.5 Demonstrate knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.	**3.5** Demonstrate knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.
3.6 Work with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.	**3.6** Work with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.
3.7 Model principles of self-awareness, reflective practice, transparency, and ethical behavior.	**3.7** Model principles of self-awareness, reflective practice, transparency, and ethical behavior.

Standard 4: Roles and Responsibilities

4.1 Register students/help prepare schedules (incoming and current) and orient them to school procedures and varied opportunities for learning.	**4.1** Register students/help prepare schedules (incoming and current) and orient them to school procedures and varied opportunities for learning.
4.2 Maintain student records and protects their confidentiality.	**4.2** Maintain student records and protects their confidentiality.
4.3 Employ various strategies to prevent student dropouts.	**4.3** Employ various strategies to prevent student dropouts.
4.4 Guide students in evaluation of career interests and choices.	**4.4** Guide students in evaluation of career interests and choices.
4.5 Take responsibility for student learning.	**4.5** Take responsibility for student learning.
4.6 Communicate high expectations.	**4.6** Communicate high expectations.
4.7 Establish a positive learning environment.	**4.7** Establish a positive learning environment.
4.8 Value and support student diversity and address individual needs.	**4.8** Value and support student diversity and address individual needs.
4.9 Interpret guidance program to the staff and community.	**4.9** Interpret guidance program to the staff and community.
4.10 Communicate through appropriate, designated channels and write letters, reports, etc., in a timely, clear, and effective manner.	**4.10** Communicate through appropriate, designated channels and write letters, reports, etc., in a timely, clear, and effective manner.

4.11 Ensure that instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.	**4.11** Ensure that instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.
4.12 Adhere to professional code of ethics.	**4.12** Adhere to professional code of ethics.
4.13 Demonstrate regular attendance and punctuality.	**4.13** Demonstrate regular attendance and punctuality.
4.14 Comply with rules, regulations, policies and procedures.	**4.14** Comply with rules, regulations, policies and procedures.
4.15 Perform other duties as assigned.	**4.15** Perform other duties as assigned.
Considerations for Growth Plan:	

Evaluatee Comments: **Evaluator Comments:**	**Evaluatee Comments:** **Evaluator Comments:**
_____ _____ 1st Semester-Evaluatee Signature/Post Conference Date	_____ _____ 2nd Semester-Evaluatee Signature/Post Conference Date
_____ _____ 1st Semester-Evaluator Signature/Post Conference Date	_____ _____ 2nd Semester-Evaluator Signature/Post Conference Date

LAWRENCE COUNTY SCHOOLS
SUMMATIVE EVALUATION-Guidance Counselor

(Information documented on this form should be gathered from specific products and behaviors such as formal and informal observations, work samples, extra-curricular activities, professional development activities, lesson plans, team work, etc.)

Evaluatee: _____ Grade/Content Area: _____

School: _____ Tenured_____ Non-Tenured_____

Evaluator: _____ Position:_____

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

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

Standards/Indicators	Performance/Product Ratings (More than one rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does NOT Meet	
Standard 1: Program Development, Implementation, and Evaluation				
1.1 Use, manage, analyze, and present data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) to improve student outcomes				
1.2 Design, implement, monitor, and evaluate comprehensive developmental school counseling programs (e.g., the *ASCA National Standards for School Counseling Programs*) including an awareness of various systems that affect students, school, and home;				
1.3 Implement and evaluate specific strategies that meet program goals and objectives;				
1.4 Make assessments (formative and summative) an integral component of instructional decision making.				
1.5 Complete regular training and updates for chairing special education Administrative Release Committee meetings; facilitate referral process from inception and conduct meetings as assigned in legal and ethical manner.				
1.6 Identify student academic, career, and personal/social competencies and implement processes and activities to assist students in achieving these competencies;				
1.7 Prepare an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;				
1.8 Counsel, facilitate and assist students in development and revision of ILP as assigned.				
1.9 Explore strategy for seeking and securing alternative funding for program expansion; and				
1.10 Use technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.				
1.11 Develop, implement review and revise an appropriate professional development plan congruent with district and state goals.				
1.12 Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.				
1.13 Demonstrate knowledge of, support and consider district priority goals for student achievement in the management of duties as district employee.				
Overall Summative Rating for Standard 1				

Standard 2. Counseling and Guidance	Meets	Growth Needed	Does NOT Meet	Discussed
2.1-Utilize individual and small-group counseling approaches that promote school success through academic, career, and personal/social development for all;				

2.2-Utilize individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career, and personal/social development;				
2.3-Provides for student approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;				
2.4-Proactively address issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide);				
2.5-Utilize developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);				
2.6-Form and maintain constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success;				
2.7-Exhibit understanding of systems theories and relationship among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and				
2.8-Utilize a variety of approaches to recognize and assist children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.				
2.9 Develop the instructional and leadership capacity of staff.				
Overall Summative Rating for Standard 2				
Standard 3: Interpersonal Relationships	**Meets**	**Growth Needed**	**Does NOT Meet**	**Discussed**
3.1-Demonstrate a variety of strategies to promote, develop, and enhance effective teamwork within the school and larger community;				
3.2-Utilize theories, models, and processes of consultation and change with teachers, administrators other school personnel, parents, community groups, agencies, and students as appropriate;				
3.3-Employ strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and				
3.4 Nurture and sustain a culture of collaboration, trust, leaning, and high expectations and serve as a role model for staff and students.				
3.5-Demonstrate knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.				
3.6 Work with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.				
3.7 Model principles of self-awareness, reflective practice, transparency, and ethical behavior.				
Overall Summative Rating for Standard 3				
Standard 4: Roles and Responsibilities	**Meets**	**Growth Needed**	**Does NOT Meet**	**Discussed**
4.1-Register students/help prepare schedules (incoming and current) and orient them to school procedures and varied opportunities for learning.				
4.2-Maintain student records and protect their confidentiality.				
4.3-Employ various strategies to prevent student dropouts.				
4.4-Guide students in evaluation of career interests and choices.				
4.5-Take responsibility for student learning.				
4.6- Communicate high expectations.				
4.7- Establish a positive learning environment.				
4.8-Value and support student diversity and address individual needs.				
4.9- Interpret guidance program to the staff and community.				
4.10-Communicate through appropriate, designated channels and write letters, reports, etc., in a timely, clear, and effective manner.				

4.11-Ensure that instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.				
4.12-Adhere to the professional code of ethics.				
4.13-Demonstrate regular attendance and punctuality.				
4.14-Comply with rules, regulations, policies and procedures.				
4.15-Perform other duties as assigned.				
Overall Summative Rating for Standard 4				

Evaluatee Comments:

_____

_____

_____

Evaluator Comments:

_____

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_____

Evaluatee: ____Agree with this summative evaluation

. ____Disagree with this summative evaluation

_____ _____

Signature Date

Evaluator:

. _____ _____

Signature Date

Employment Recommendation to Central Office:

_____**Meets** standards for reemployment _____Does **not meet** standards for reemployment

Certified employees may submit a written appeal of the summative evaluation in accordance with Lawrence County Schools' policy 3.18. Additionally, appeals can be made to the Kentucky Board of Education in accordance with KRS 156.557 & KAR 704 3.345.

LAWRENCE COUNTY SCHOOLS
PRE-OBSERVATION CONFERENCE-Technology Manager

Teacher: _____School:_____Date of Observation: _____

Subject: _____Grade:_____Period/Time: _____

Teacher completes this form and discusses with administrator prior to scheduled observation.

To which part of the curriculum does this lesson relate? OR Describe planned activities.

How does this learning 'fit' into the sequence of this class? (i.e. introduce, review, reinforce, reteach and curriculum map, and/or unit) OR where does this fall in regard to priority plan?

Briefly describe students in this class, including those with special needs. OR Describe any special circumstances.

What are the essential questions for this lesson? What do you want the students to know and understand? OR How will this activity facilitate district learning objectives?

How will you engage students in the learning? What will the students do? Will students work in groups, or individually, or as a large group? Provide any worksheets or other materials students will be using as appropriate. OR Describe school technology personnel's level of attainment.

How will you differentiate instruction for different individuals or groups of students in the class? OR What will be next steps for advancement of district technology plans?

What particular teaching behavior should I specifically observe during the lesson/activity (perhaps something related to district or school improvement plan or professional growth plan, related to prior coaching or observation discussions)?

Evaluatee Comments/Responses:

_____

_____

_____

Evaluator Comments/Suggestions:_____

_____

_____

_____

_____

_____

Evaluatee Signature: _____ **Date Discussed:** _____

Evaluator Signature: _____ **Date Discussed:** _____

LAWRENCE COUNTY SCHOOLS

Technology Manager Job Description, DATA COLLECTION & CONFERENCING TOOL

(Information documented on this form should be gathered from specific products and behaviors such as formal and informal observations, work samples, extra-curricular activities, professional development activities, lesson plans, team work, etc.)

Evaluatee: _____ Evaluatee: _____

Date: _____ Site: _____ Date: _____ Site: _____

Evaluator: _____ Evaluator: _____

Director District-wide Services Director District-wide Services

First semester observation of indicators for each standard should be evidenced in left column; second semester use column on right for evidence. (Use additional forms as appropriate for additional observations)

Standard 1: Demonstrates Applied Content Knowledge:

The teacher demonstrates a current and sufficient academic knowledge of certified content area to develop student knowledge and performance in those areas.

Performances – The teacher:

1.1 Demonstrate an in-depth knowledge of content and use this knowledge as a basis for developing and applying pedagogical content knowledge.	**1.1** Demonstrate an in-depth knowledge of content and use this knowledge as a basis for developing and applying pedagogical content knowledge.
1.2 Communicate concepts, processes and knowledge.	**1.2** Communicate concepts, processes and knowledge.
1.3 Connect content to life experiences of student; makes instruction relevant.	**1.3** Connect content to life experiences of student; makes instruction relevant.
1.4 Demonstrate instructional strategies that are appropriate for content and contribute to student learning.	**1.4** Demonstrate instructional strategies that are appropriate for content and contribute to student learning.
1.5 Guide students to understand content from various perspectives.	**1.5** Guide students to understand content from various perspectives.
1.6 Identify and address students' misconceptions of content.	**1.6** Identify and address students' misconceptions of content.
1.7 Demonstrate knowledge of, support and consider district priority goals for student achievement in the management of duties of District employee.	**1.7** Demonstrate knowledge of, support and consider district priority goals for student achievement in the management of duties of District employee.
Standard 1. Considerations for professional growth plan:	**Standard 1.** Considerations for professional growth plan:

Standard 2: Designs/Plans Instruction:

The teacher designs/plans instruction and 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.

Performances- The teacher:

2.1 Develop significant objectives aligned with standards.	**2.1** Develop significant objectives aligned with standards.

2.2 Use contextual data to design instruction relevant to students.	**2.2** Use contextual data to design instruction relevant to students.
2.3 Plan assessments to guide instruction and measure learning objectives.	**2.3** Plan assessments to guide instruction and measure learning objectives.
2.4 Make assessments (formative and summative) an integral component of instructional decision making.	**2.4** Make assessments (formative and summative) an integral component of instructional decision making.
2.5 Plan instructional strategies and activities that address learning objectives for all students.	**2.4** Plan instructional strategies and activities that address learning objectives for all students.
2.6 Plan instructional strategies and activities that facilitate multiple levels of learning.	**2.5** Plan instructional strategies and activities that facilitate multiple levels of learning.
2.7 Plan, organize and coordinate the operation of technology maintenance district-wide.	**2.7** Plan, organize and coordinate the operation of technology maintenance district-wide.
Standard 2. Considerations for professional growth plan:	**Standard 2.** Considerations for professional growth plan:

Standard 3: Creates and Maintains Learning Climate:

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

Performances – The teacher:

3.1 Take responsibility for student learning.	**3.1** Take responsibility for student learning.
3.2 Communicate high expectations.	**3.2** Communicate high expectations.
3.3 Establish a positive learning environment.	**3.3** Establish a positive learning environment.
3.4 Value and support student diversity and address individual needs.	**3.4** Value and support student diversity and address individual needs.
3.5 Foster mutual respect between teacher and students and among students.	**3.5** Foster mutual respect between teacher and students and among students.
3.6 Provide a safe environment for learning.	**3.6** Provide a safe environment for learning.

3.7 Maintain a district-wide organization for identifying and addressing technology needs of the district.	**3.7** Maintain a district-wide organization for identifying and addressing technology needs of the district.
Standard 3. Considerations for professional growth plan:	**Standard 3.** Considerations for professional growth plan:

Standard 4: 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.

Performances – The teacher:

4.1 Use a variety of instructional strategies that align with learning objectives and actively engage students.	**4.1** Use a variety of instructional strategies that align with learning objectives and actively engage students.
4.2 Provide access to common core curriculum by utilizing differentiated teaching strategies, interventions, manipulatives, calculators, information technology, etc.	**4.2** Provide access to common core curriculum by utilizing differentiated teaching strategies, interventions, manipulatives, calculators, information technology, etc.
4.3 Implement instruction based on diverse student needs and assessment data.	**4.3** Implement instruction based on diverse student needs and assessment data.
4.4 Utilize curriculum documents in the development of course maps/pacing guides in order to ensure instructional rigor.	**4.4** Utilize curriculum documents in the development of course maps/pacing guides in order to ensure instructional rigor.
4.5 Use time effectively to maximize instruction.	**4.5** Use time effectively to maximize instruction.
4.6 Make effective use of planning time.	**4.6** Make effective use of planning time.
4.7 Teach daily from bell to bell.	**4.7**Teach daily from bell to bell.
4.8 Use space and materials effectively.	**4.8** Use space and materials effectively.
4.9 Model literacy and numeracy strategies to enable students to communicate and analyze problems/tasks and solutions.	**4.9** Model literacy and numeracy strategies to enable students to communicate and analyze problems/tasks and solutions.
4.10 Implement and manages instruction in ways that facilitate higher order thinking.	**4.10** Implement and manages instruction in ways that facilitate higher order thinking.
Standard 4. Considerations for professional growth plan:	**Standard 4.** Considerations for professional growth plan:

Standard 5: Assesses/Communicates Learning Results

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

Performances – The teacher:

5.1 Use pre-assessments.	**5.1** Use pre-assessments.
5.2 Uses formative assessments	**5.2** Uses formative assessments
5.3 Use summative assessments.	**5.3** Use summative assessments.
5.4 Describe, analyze, and evaluate student performance data.	**5.4** Describe, analyze, and evaluate student performance data.
5.5 Provide students feedback that is focused, descriptive, and qualitative.	**5.5** Provide students feedback that is focused, descriptive, and qualitative.
5.6 Analyze and use student work to inform instruction (revisions to lesson) and student learning.	**5.6** Analyze and use student work to inform instruction (revisions to lesson) and student learning.
5.7 Communicate learning results to students and parents.	**5.5** Communicate learning results to students and parents.
5.8 Allow opportunity for student self-assessment.	**5.6** Allow opportunity for student self-assessment.
Standard 5. Considerations for professional growth plan:	**Standard 5.** Considerations for professional growth plan:

Standard 6: 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.

Performances – The teacher:

6.1 Use available technology to design and plan instruction.	**6.1** Use available technology to design and plan instruction.
6.2 Use available technology to implement instruction that facilitates student learning.	**6.2** Use available technology to implement instruction that facilitates student learning.
6.3 Integrate student use of available technology into instruction.	**6.3** Integrate student use of available technology into instruction.
6.4 Effectively model and apply classroom teaching methodology and curriculum models that promote active student learning through the integration of technology and addresses the varied learning needs of all students.	**6.4** Effectively model and apply classroom teaching methodology and curriculum models that promote active student learning through the integration of technology and addresses the varied learning needs of all students.

6.5 Use available technology to assess and communicate student learning.	**6.5**Use available technology to assess and communicate student learning.
6.6 Apply knowledge of digital learning competencies including Internet research, graphics, animation, Web site mastering, and video technology.	**6.6** Apply knowledge of digital learning competencies including Internet research, graphics, animation, Web site mastering, and video technology.
6.7 Establish, communicate and demonstrate clear rules, policies and procedures to support ethical, safe and legal use of technology.	**6.7**Establish, communicate and demonstrate clear rules, policies and procedures to support ethical, safe and legal use of technology.
Standard 6. Considerations for professional growth plan:	**Standard 6.** Considerations for professional growth plan:

Standard 7: Reflects/Evaluates Teaching/Learning:

The teacher reflects on and evaluates teaching/learning situations and/or programs.

Performances-The teacher:

7.1 Use data to reflect on and evaluate student learning.	**7.1** Use data to reflect on and evaluate student learning.
7.2 Use data to reflect on and evaluate instructional practice.	**7.2** Use data to reflect on and evaluate instructional practice.
7.3 Use data to reflect on and identify areas for professional growth.	**7.3** Use data to reflect on and identify areas for professional growth.
Standard 7. Considerations for professional growth plan:	**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.

Performances-The teacher:

8.1 Identify students whose learning could be enhanced by collaboration.	**8.1** Identify students whose learning could be enhanced by collaboration.
8.2 Effectively utilize all support staff.	**8.2** Effectively utilize all support staff.
8.3 Design a plan to enhance student learning that includes all parties in the collaborative effort.	**8.3** Design a plan to enhance student learning that includes all parties in the collaborative effort.
8.4 Implement planned activities that enhance student learning and engage all parties.	**8.4** Implement planned activities that enhance student learning and engage all parties.

8.5 Analyze data to evaluate the outcomes of collaborative efforts.	**8.5** Analyze data to evaluate the outcomes of collaborative efforts.
Standard 8. Considerations for professional growth plan:	**Standard 8.** Considerations for professional growth plan:

Standard 9 Evaluates Teaching and Implements Professional Development:

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

Performances-The teacher:

9.1 Self assess performance relative to Kentucky's Teacher Standards.	**9.1** Self assess performance relative to Kentucky's Teacher Standards.
9.2 Identify priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	**9.2** Identify priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
9.3 Design a professional growth plan that addresses identified priorities.	**9.3** Design a professional growth plan that addresses identified priorities.
9.4 Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.	**9.4** Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.
Standard 9. Considerations for professional growth plan:	**Standard 9.** Considerations for professional growth plan:

Standard 10 Provides Leadership within School/Community/Profession:

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

Performances-The teacher:

10.1 Identify leadership opportunities that enhance student learning and/or professional environment of the school.	**10.1** Identify leadership opportunities that enhance student learning and/or professional environment of the school.
10.2 Serve as a resource regarding the integration of assistive technologies and accessible design concepts to meet the needs of all students.	**10.2** Serve as a resource regarding the integration of assistive technologies and accessible design concepts to meet the needs of all students.
10.3 Develop a plan for engaging in leadership activities.	**10.3** Develop a plan for engaging in leadership activities.
10.4 Implement a plan for engaging in leadership activities.	**10.4** Implement a plan for engaging in leadership activities.

10.5 Analyze data to evaluate the results of planned and executed leadership efforts.	**10.5** Analyze data to evaluate the results of planned and executed leadership efforts.
10.6 Perform all duties consistent with school, community goals, district policy and procedures, KRS and administrative regulations.	**10.6** Perform all duties consistent with school, community goals, district policy and procedures, KRS and administrative regulations.
10.7 Adhere to the professional code of ethics.	**10.7** Adhere to the professional code of ethics.
10.8 Demonstrate regular attendance and punctuality.	**10.8** Demonstrate regular attendance and punctuality.
10.9 Facilitate appropriate, research-based technology instruction by communicating and collaborating with educational stakeholders; mentoring, coaching, and consulting with colleagues; providing professional development opportunities for faculty; and making decisions based on converging evidence from research.	**10.9** Facilitate appropriate, research-based technology instruction by communicating and collaborating with educational stakeholders; mentoring, coaching, and consulting with colleagues; providing professional development opportunities for faculty; and making decisions based on converging evidence from research.
10.10 Perform other duties as assigned.	**10.10** Perform other duties as assigned.
Standard 10. Considerations for professional growth plan:	**Standard 10.** Considerations for professional growth plan:
Evaluatee Comments: Evaluator Comments:	Evaluatee Comments: Evaluator Comments:
_____ _____ 1st Semester-Evaluatee Signature/Post Conference Date	_____ _____ 2nd Semester-Evaluatee Signature/Post Conference Date
_____ _____ 1st Semester-Evaluator Signature/Post Conference Date	_____ _____ 2nd Semester-Evaluator Signature/Post Conference Date

LAWRENCE COUNTY SCHOOLS
SUMMATIVE EVALUATION-Technology Manager

(Information documented on this form should be gathered from specific products and behaviors such as formal and informal observations, work samples, extra-curricular activities, professional development activities, lesson plans, team work, etc.)

Evaluatee: _____ Grade/Content Area: _____

School: _____ Tenured_____ Non-Tenured_____

Evaluator: _____ Position:_____

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

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

Standards/Indicators	Performance/Product Ratings (More than one rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Standard 1: Demonstrates Applied Content Knowledge: The teacher demonstrates a current and sufficient academic knowledge of certified content area to develop student knowledge and performance in those areas.				
1.1 Demonstrate an in-depth knowledge of content and use this knowledge as a basis for developing and applying pedagogical content knowledge.				
1.2 Communicate concepts, process and knowledge.				
1.3 Connect content to life experiences of student; makes instruction relevant.				
1.4 Demonstrate instructional strategies that are appropriate for content and contribute to student learning.				
1.5 Guide students to understand content from various perspectives.				
1.6 Identify and address students' misconceptions of content.				
1.7 Demonstrate knowledge of, support and consider district priority goals for student achievement in the management of duties of District Employee.				
Overall Summative Rating for Standard 1				

Standard 2. Designs/Plans Instruction: The teacher designs/plans instruction and 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.	Meets	Growth Needed	Does NOT Meet	Discussed
2.1 Develop significant objectives aligned with standards.				
2.2 Use contextual data to design instruction relevant to students.				
2.3 Plan assessments to guide instruction and measure learning objectives.				
2.4 Make assessments (formative and summative) an integral component of instructional decision making.				
2.5 Plan instructional strategies and activities that address learning objectives for all students.				
2.6 Plan instructional strategies and activities that facilitate multiple levels of learning.				
2.7 Plan, organize and coordinate the operation of technology maintenance district-wide.				
Overall Summative Rating for Standard 2				

Standard 3. Creates and Maintains Learning Climate: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	Meets	Growth Needed	Does NOT Meet	Discussed
3.1 Take responsibility for student learning.				
3.2 Communicate high expectations.				
3.3 Establish a positive learning environment.				
3.4 Value and support student diversity and address individual needs.				
3.5 Foster mutual respect between teacher and students and among students.				
3.6 Provide a safe environment for learning.				
3.7 Maintain a district-wide organization for identifying and addressing technology needs of the district.				

Overall Summative Rating for Standard 3				

Standard 4. Implements and 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.	Meets	Growth Needed	Does NOT Meet	Discussed
4.1 Use a variety of instructional strategies that align with learning objectives and actively engage students.				
4.2 Provide access to common core curriculum by utilizing differentiated teaching strategies, interventions, manipulatives, calculators, information technology, etc.				
4.3 Implement instruction based on diverse student needs and assessment data.				
4.4 Utilize curriculum documents in the development of course maps/pacing guides in order to ensure instructional rigor.				
4.5 Use time effectively to maximize instruction.				
4.6 Make effective use of planning time.				
4.7 Teach daily from bell to bell.				
4.8 Use space and materials effectively.				
4.9 Model literacy and numeracy strategies to enable students to communicate and analyze problems/tasks and solutions.				
4.10 Implement and manage instruction in ways that facilitate higher order thinking.				
Overall Summative Rating for Standard 4				

Standard 5 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, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	Meets	Growth Needed	Does NOT Meet	Discussed
5.1. Use pre-assessments.				
5.2 Use formative assessments.				
5.3 Use summative assessments.				
5.4 Describe, analyze, and evaluate student performance data.				
5.5 Provide students feedback that is focused, descriptive, and qualitative.				
5.6 Analyze and use student work to inform instruction (revisions to lesson) and student learning.				
5.7 Communicate learning results to students and parents.				
5.8 Allow opportunity for student self-assessment.				
Overall Summative Rating for Standard 5				

Standard 6 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.	Meets	Growth Needed	Does NOT Meet	Discussed
6.1. Use available technology to design and plan instruction.				
6.2 Use available technology to implement instruction that facilitates student learning.				
6.3. Integrate student use of available technology into instruction.				
6.4 Use available technology to assess and communicate student learning.				
6.5 Demonstrate ethical and legal use of technology.				
6.6 Apply knowledge of digital learning competencies including Internet research, graphics, animation, Web site mastering, and video technology.				
6.7 Establish, communicate and demonstrate clear rules, policies and procedures to support ethical, safe and legal use of technology.				
Overall Summative Rating for Standard 6				

Standard 7 Reflects and Evaluates Teaching/Learning: The teacher reflects on and evaluates teaching/learning situations and/or programs.	Meets	Growth Needed	Does NOT Meet	Discussed
7.1 Uses data to reflect on and evaluate student learning.				
7.2 Uses data to reflect on and evaluate instructional practice.				
7.3 Uses data to reflect on and indentify areas for professional growth.				
Overall Summative Rating for Standard 7				

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.	Meets	Growth Needed	Does NOT Meet	Discussed
8.1 Identify students whose learning could be enhanced by collaboration.				
8.2 Effectively utilize all support staff.				
8.3 Design a plan to enhance student learning that includes all parties in the collaborative effort.				
8.4 Implement planned activities that enhance student learning and engage all parties.				
8.5 Analyze data to evaluate the outcomes of collaborative efforts.				
Overall Summative Rating for Standard 8				

Standard 9 Evaluates Teaching/Implements Professional Development: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.	Meets	Growth Needed	Does NOT Meet	Discussed
9.1 Self assess performance relative to Kentucky's Teacher Standards.				
9.2 Identify priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.				
9.3 Design a professional growth plan that addresses identified priorities.				
9.4. Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.				
Overall Summative Rating for Standard 9				

Standard 10 Provides Leadership within School/Community/Profession: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.	Meets	Growth Needed	Does NOT Meet	Discussed
10.1 Identify leadership opportunities that enhance student learning and/or professional environment of the school.				
10.2 Serve as a resource regarding the integration of assistive technologies and accessible design concepts to meet the needs of all students.				
10.3. Develop a plan for engaging in leadership activities.				
10.4 Implement a plan for engaging in leadership activities.				
10.5 Analyze data to evaluate the results of planned and executed leadership efforts.				
10.6 Perform all duties consistent with school, community goals, district policy and procedures, KRS and administrative regulations.				
10.7 Adhere to the professional code of ethics.				
10.8 Demonstrate regular attendance and punctuality.				
10.9 Facilitate appropriate, research-based technology instruction by communicating and collaborating with educational stakeholders; mentoring, coaching, and consulting with colleagues; providing professional development opportunities for faculty; and making decisions based on converging evidence from research.				
10.10 Perform other duties as assigned.				
Overall Summative Rating for Standard 10				

Evaluatee Comments:

Evaluator Comments:

Evaluatee: ____Agree with this summative evaluation

_____ Disagree with this summative evaluation

_____ _____

Signature Date

Evaluator:

_____ _____

Signature Date

Employment Recommendation to Central Office:

_____Meets standards for reemployment

_____Does not meet standards for reemployment

Certified employees may submit a written appeal of the summative evaluation in accordance with Lawrence County Schools' policy 3.18. Additionally, appeals can be made to the Kentucky Board of Education in accordance with KRS 156.557 & KAR 704 3.345.

LAWRENCE COUNTY SCHOOLS

PRE-OBSERVATION CONFERENCE-Educational Psychologist, Educational Diagnostician

Teacher: _____School:_____Date of Observation: _____

Subject: _____Grade:_____Period/Time: _____

Teacher completes this form and discusses with administrator prior to scheduled observation.

-Briefly describe planned activities under the standard(s) addressed:

1. **Demonstrates Applied Content Knowledge**

2. **Designs/Plans Instruction**

3. **Creates and Maintains Learning Climate**

4. **Implements/Manages Instruction**

5. **Assesses/Communicates Learning Results**

6. **Demonstrates Implementation of Technology**

7. **Reflects/Evaluates Teaching/Learning**

8. **Collaborates with Colleagues/Parents/Others**

9. **Evaluates Teaching and Implements Professional Development**

10. **Provides Leadership within School/Community/Profession**

-Special circumstances for consideration:

Evaluatee: _____Date:_____

Evaluator: _____Date:_____

Evaluatee Comments/Responses:

_____

_____

_____

Evaluator Comments/Suggestions:_____

_____

_____

_____

Evaluatee Signature: _____ **Date Discussed:** _____

Evaluator Signature: _____ **Date Discussed:** _____

Lawrence County Schools

Educational Diagnostician/Teacher Job Description Data Collection and Conferencing Tool

(Information documented on this form should be gathered from specific products and behaviors such as formal and informal observations, work samples, extra-curricular activities, professional development activities, lesson plans, team work, etc.)

Evaluatee: _____ Evaluatee:_____

Date: _____Site:_____ Date: _____Site:_____

Evaluator:Director Special Education_____ Evaluator:Director Special Education_____

First semester observation of indicators for each standard should be evidenced in left column; second semester use column on right for evidence. (Use additional forms as appropriate for additional observations)

Standard 1: Demonstrates Applied Content Knowledge:

The teacher demonstrates a current and sufficient academic knowledge of certified content area to develop student knowledge and performance in those areas.

Performances – The teacher:

1.1 Demonstrate an in-depth knowledge of content and use this knowledge as a basis for developing and applying pedagogical content knowledge.	**1.1** Demonstrate an in-depth knowledge of content and use this knowledge as a basis for developing and applying pedagogical content knowledge.
1.2 Communicate concepts, processes and knowledge.	**1.2** Communicate concepts, processes and knowledge.
1.3 Connect content to life experiences of student; makes instruction relevant.	**1.3** Connect content to life experiences of student; makes instruction relevant.
1.4 Demonstrate instructional strategies that are appropriate for content and contribute to student learning.	**1.4** Demonstrate instructional strategies that are appropriate for content and contribute to student learning.
1.5 Guide students to understand content from various perspectives.	**1.5** Guide students to understand content from various perspectives.
1.6 Identify and addresses students; misconceptions of content.	**1.6** Identify and addresses students; misconceptions of content.
1.7 Demonstrate knowledge of, support and consider district priority goals for student achievement in the management of duties of District Employee.	**1.7** Demonstrate knowledge of, support and consider district priority goals for student achievement in the management of duties of District Employee.
Standard 1. Considerations for professional growth plan:	**Standard 1.** Considerations for professional growth plan:

Standard 2: Designs/Plans Instruction:

The teacher designs/plans instruction and 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.

Performances- The teacher:

2.1 Develop significant objectives aligned with standards.	**2.1** Develop significant objectives aligned with standards.

2.2 Use contextual data to design instruction relevant to students.	**2.2** Use contextual data to design instruction relevant to students.
2.3 Plan assessments to guide instruction and measure learning objectives.	**2.3** Plan assessments to guide instruction and measure learning objectives.
2.4 Make assessments (formative and summative) an integral component of instructional decision making.	**2.4** Make assessments (formative and summative) an integral component of instructional decision making.
2.5 Plan instructional strategies and activities that address learning objectives for all students.	**2.5** Plan instructional strategies and activities that address learning objectives for all students.
2.6 Plan instructional strategies and activities that facilitate multiple levels of learning.	**2.6** Plan instructional strategies and activities that facilitate multiple levels of learning.
Standard 2. Considerations for professional growth plan:	**Standard 2.** Considerations for professional growth plan:

Standard 3: Creates and Maintains Learning Climate:

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

Performances – The teacher:

3.1 Take responsibility for student learning.	**3.1** Take responsibility for student learning.
3.2 Demonstrate a sense of professional responsibility.	**3.2** Demonstrate a sense of professional responsibility.
3.3 Communicate high expectations.	**3.3**Communicate high expectations.
3.4 Establish a positive learning environment.	**3.4** Establish a positive learning environment.
3.5 Utilize appropriate and correct oral and written communication.	**3.5** Utilize appropriate and correct oral and written communication.
3.6 Value and support student diversity and addresses individual needs.	**3.6** Value and support student diversity and addresses individual needs.
3.7 Apply professional skills in ways which promote the dignity and rights of students, parents, and teachers.	**3.7** Apply professional skills in ways which promote the dignity and rights of students, parents, and teachers.
3.8 Foster mutual respect between teacher and students and among students.	**3.8** Foster mutual respect between teacher and students and among students.

3.9 Provide a safe environment for learning.	**3.9** Provide a safe environment for learning.
Standard 3. Considerations for professional growth plan:	**Standard 3.** Considerations for professional growth plan:

Standard 4: 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.

Performances – The teacher:

4.1 Use a variety of instructional strategies that align with learning objectives and actively engage students.	**4.1** Use a variety of instructional strategies that align with learning objectives and actively engage students.
4.2 Provide access to common core curriculum by utilizing differentiated teaching strategies, interventions, manipulatives, calculators, information technology, etc.	**4.2** Provide access to common core curriculum by utilizing differentiated teaching strategies, interventions, manipulatives, calculators, information technology, etc.
4.3 Implement instruction based on diverse student needs and assessment data.	**4.3** Implement instruction based on diverse student needs and assessment data.
4.4 Utilize curriculum documents in the development of course maps/pacing guides in order to ensure instructional rigor.	**4.4** Utilize curriculum documents in the development of course maps/pacing guides in order to ensure instructional rigor.
4.5 Use time effectively to maximize instruction.	**4.5** Use time effectively to maximize instruction.
4.6 Make effective use of planning time.	**4.6** Make effective use of planning time.
4.7 Teach daily from bell to bell.	**4.7** Teach daily from bell to bell.
4.8 Model literacy and numeracy strategies to enable students to communicate and analyze problems/tasks and solutions.	**4.8** Model literacy and numeracy strategies to enable students to communicate and analyze problems/tasks and solutions.
4.9 Implement and manages instruction in ways that facilitate higher order thinking.	**4.9** Implement and manages instruction in ways that facilitate higher order thinking.
Standard 4. Considerations for professional growth plan:	**Standard 4.** Considerations for professional growth plan:

Standard 5: Assesses/Communicates Learning Results

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

Performances – The teacher:

5.1 Use pre-assessments.	**5.1** Use pre-assessments.
5.2 Uses formative assessments	**5.2** Uses formative assessments
5.3 Use summative assessments.	**5.3** Use summative assessments.
5.4 Select and utilize appropriate assessment devices and materials.	**5.4** Select and utilize appropriate assessment devices and materials.
5.5 Describe, analyze, and evaluate student performance data.	**5.5** Describe, analyze, and evaluate student performance data.
5.6 Provide students feedback that is focused, descriptive, and qualitative.	**5.6** Provide students feedback that is focused, descriptive, and qualitative.
5.7 Analyze and use student work to inform instruction (revisions to lesson) and student learning.	**5.7** Analyze and use student work to inform instruction (revisions to lesson) and student learning.
5.8 Communicate learning results to students and parents.	**5.8** Communicate learning results to students and parents.
5.9 Allow opportunity for student self-assessment.	**5.9** Allow opportunity for student self-assessment.
Standard 5. Considerations for professional growth plan:	**Standard 5.** Considerations for professional growth plan:

Standard 6: 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.

Performances – The teacher:

6.1 Use available technology to design and plan instruction.	**6.1** Use available technology to design and plan instruction.
6.2 Use available technology to implement instruction that facilitates student learning.	**6.2** Use available technology to implement instruction that facilitates student learning.
6.3 Integrate student use of available technology into instruction.	**6.3** Integrate student use of available technology into instruction.
6.4 Use available technology to assess and communicate student learning.	**6.4** Use available technology to assess and communicate student learning.
6.5 Demonstrate ethical and legal use of technology.	**6.5** Demonstrate ethical and legal use of technology.

Standard 6. Considerations for professional growth plan:	**Standard 6.** Considerations for professional growth plan:

Standard 7: Reflects/Evaluates Teaching/Learning:

The teacher reflects on and evaluates teaching/learning situations and/or programs.

Performances-The teacher:

7.1 Use data to reflect on and evaluate student learning.	**7.1** Use data to reflect on and evaluate student learning.
7.2 Use data to reflect on and evaluate instructional practice.	**7.2** Use data to reflect on and evaluate instructional practice.
7.3 Use data to reflect on and identify areas for professional growth.	**7.3** Use data to reflect on and identify areas for professional growth.
Standard 7. Considerations for professional growth plan:	**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.

Performances-The teacher:

8.1 Identify students whose learning could be enhanced by collaboration.	**8.1** Identify students whose learning could be enhanced by collaboration.
8.2 Effectively utilize all support staff.	**8.2** Effectively utilize all support staff.
8.3 Collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.	**8.3** Collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.
8.4 Consult with teachers, parents, administrators, and community agencies in response to educational needs of children.	**8.4** Consult with teachers, parents, administrators, and community agencies in response to educational needs of children.
8.5 Design a plan to enhance student learning that includes all parties in the collaborative effort.	**8.5** Design a plan to enhance student learning that includes all parties in the collaborative effort.
8.7 Implement planned activities that enhance student learning and engage all parties.	**8.7** Implement planned activities that enhance student learning and engage all parties.
8.8 Analyze data to evaluate the outcomes of collaborative efforts.	**8.8** Analyze data to evaluate the outcomes of collaborative efforts.
8.8 Coordinate individual student evaluations with school level staff.	**8.8** Coordinate individual student evaluations with school level staff.

Standard 8. Considerations for professional growth plan:	**Standard 8.** Considerations for professional growth plan:

Standard 9 Evaluates Teaching and Implements Professional Development:

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

Performances-The teacher:

9.1 Self assess performance relative to Kentucky's Teacher Standards.	**9.1** Self assess performance relative to Kentucky's Teacher Standards.
9.2 Identify priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	**9.2** Identify priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
9.3 Design a professional growth plan that addresses identified priorities.	**9.3** Design a professional growth plan that addresses identified priorities.
9.4 Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.	**9.4** Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.
9.5 Serve as resource to staff in areas of child development, program evaluation and planning, assessment, and the intellectual, educational and behavioral needs of children.	**9.5** Serve as resource to staff in areas of child development, program evaluation and planning, assessment, and the intellectual, educational and behavioral needs of children.
Standard 9. Considerations for professional growth plan:	**Standard 9.** Considerations for professional growth plan:

Standard 10 Provides Leadership within School/Community/Profession:

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

Performances-The teacher:

10.1 Identify leadership opportunities that enhance student learning and/or professional environment of the school.	**10.1** Identify leadership opportunities that enhance student learning and/or professional environment of the school.
10.2 Assist school and district special needs individuals and teams to develop PD plans for each staff member, school and district as appropriate.	**10.2** Assist school and district special needs individuals and teams to develop PD plans for each staff member, school and district as appropriate.
10.3 Develop a plan for engaging in leadership activities.	**10.3** Develop a plan for engaging in leadership activities.
10.4 Implement a plan for engaging in leadership activities.	**10.4** Implement a plan for engaging in leadership activities.
10.5 Develop and conduct professional development activities for certified and classified staff.	**10.5** Develop and conduct professional development activities for certified and classified staff.

10.6 Adhere to the professional code of ethics.	**10.6** Adhere to the professional code of ethics.
10.7 Demonstrate regular attendance and punctuality.	**10.7** Demonstrate regular attendance and punctuality.
10.8 Analyze data to evaluate the results of planned and executed leadership efforts.	**10.8** Analyze data to evaluate the results of planned and executed leadership efforts.
10.9 Maintain current knowledge of and adhere to special education and early intervention policies, laws and regulations.	**10.9** Maintain current knowledge of and adhere to special education and early intervention policies, laws and regulations.
10.10 Adhere to laws, rules and district policies and timelines and effectively translate such to staff as appropriate.	**10.10** Adhere to laws, rules and district policies and timelines and effectively translate such to staff as appropriate.
10.11 Conduct individual psycho-educational evaluations in response to referrals.	**10.11** Conduct individual psycho-educational evaluations in response to referrals.
10.12 Participate in and chair ARC meetings as assigned.	**10.12** Participate in and chair ARC meetings as assigned.
10.13 Assess, diagnose, and serve as resource for addressing learning and behavior disorder problems of students.	**10.13** Assess, diagnose, and serve as resource for addressing learning and behavior disorder problems of students.
10.14 Monitor and facilitate RTI throughout district.	**10.14** Monitor and facilitate RTI throughout district.
10.15 Implement a plan for engaging in leadership activities.	**10.15** Implement a plan for engaging in leadership activities.
10.16 Perform other duties as assigned.	**10.16** Perform other duties as assigned.
Standard 10. Considerations for professional growth plan:	**Standard 10.** Considerations for professional growth plan:
Evaluatee Comments: Evaluator Comments:	Evaluatee Comments: Evaluator Comments:
_____ _____ 1st Semester-Evaluatee Signature/Post Conference Date	_____ _____ 2nd Semester-Evaluatee Signature/Post Conference Date
_____ _____ 1st Semester-Evaluator Signature/Post Conference Date	_____ _____ 2nd Semester-Evaluator Signature/Post Conference Date

LAWRENCE COUNTY SCHOOLS
SUMMATIVE EVALUATION-Educational Diagnostician

(Information documented on this form should be gathered from specific products and behaviors such as formal and informal observations, work samples, extra-curricular activities, professional development activities, lesson plans, team work, etc.)

Evaluatee: _____ Grade/Content Area: _____

School: _____ Tenured_____ Non-Tenured_____

Evaluator: _____ Position:_____

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

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

Standards/Indicators	Performance/Product Ratings (More than one rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Standard 1: Demonstrates Applied Content Knowledge: The teacher demonstrates a current and sufficient academic knowledge of certified content area to develop student knowledge and performance in those areas.				
1.1 Demonstrate an in-depth knowledge of content and use this knowledge as a basis for developing and applying pedagogical content knowledge.				
1.2 Communicate concepts, process and knowledge.				
1.3 Connect content to life experiences of student; makes instruction relevant.				
1.4 Demonstrate instructional strategies that are appropriate for content and contribute to student learning.				
1.5 Guide students to understand content from various perspectives.				
1.6 Identify and address students' misconceptions of content.				
1.7 Demonstrate knowledge of, support and consider district priority goals for student achievement in the management of duties of District Employee.				
Overall Summative Rating for Standard 1				

Standard 2. Designs/Plans Instruction: The teacher designs/plans instruction and 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.	Meets	Growth Needed	Does NOT Meet	Discussed
2.1 Develop significant objectives aligned with standards.				
2.2 Use contextual data to design instruction relevant to students.				
2.3 Plan assessments to guide instruction and measure learning objectives.				
2.4 Make assessments (formative and summative) an integral component of instructional decision making.				
2.5 Plan instructional strategies and activities that address learning objectives for all students.				
2.6 Plan instructional strategies and activities that facilitate multiple levels of learning.				
Overall Summative Rating for Standard 2				

Standard 3. Creates and Maintains Learning Climate: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	Meets	Growth Needed	Does NOT Meet	Discussed
3.1 Take responsibility for student learning.				
3.2 Demonstrate a sense of professional responsibility.				
3.3 Communicate high expectations.				
3.4 Establish a positive learning environment.				
3.5 Utilize appropriate and correct oral and written communication.				
3.6 Value and support student diversity and address individual needs.				
3.7 Apply professional skills in ways which promote the dignity and rights of students, parents, and teachers.				
3.8 Foster mutual respect between teacher and students and among students.				
3.9 Provide a safe environment for learning.				
Overall Summative Rating for Standard 3				

Standard 4. Implements and 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.	**Meets**	**Growth Needed**	**Does NOT Meet**	**Discussed**
4.1 Use a variety of instructional strategies that align with learning objectives and actively engage students.				
4.2 Provide access to common core curriculum by utilizing differentiated teaching strategies, interventions, manipulatives, calculators, information technology, etc.				
4.3 Implement instruction based on diverse student needs and assessment data.				
4.4 Utilize curriculum documents in the development of course maps/pacing guides in order to ensure instructional rigor.				
4.5 Use time effectively to maximize instruction.				
4.6 Make effective use of planning time.				
4.7 Teach daily from bell to bell.				
4.8 Model literacy and numeracy strategies to enable students to communicate and analyze problems/tasks and solutions.				
4.9 Implement and manage instruction in ways that facilitate higher order thinking.				
Overall Summative Rating for Standard 4				

Standard 5 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, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	**Meets**	**Growth Needed**	**Does NOT Meet**	**Discussed**
5.1. Use pre-assessments.				
5.2 Use formative assessments.				
5.3 Use summative assessments.				
5.4 Select and utilize appropriate assessment devices and materials.				
5.5 Describe, analyze, and evaluate student performance data.				
5.6 Provide students feedback that is focused, descriptive, and qualitative.				
5.7 Analyze and use student work to inform instruction (revisions to lesson) and student learning.				
5.8 Communicate learning results to students and parents.				
5.9 Allow opportunity for student self-assessment.				
Overall Summative Rating for Standard 5				

Standard 6 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.	**Meets**	**Growth Needed**	**Does NOT Meet**	**Discussed**
6.1. Use available technology to design and plan instruction.				
6.2 Use available technology to implement instruction that facilitates student learning.				
6.3. Integrate student use of available technology into instruction.				
6.4 Use available technology to assess and communicate student learning.				
6.5 Demonstrate ethical and legal use of technology.				
Overall Summative Rating for Standard 6				

Standard 7 Reflects and Evaluates Teaching/Learning: The teacher reflects on and evaluates teaching/learning situations and/or programs.	**Meets**	**Growth Needed**	**Does NOT Meet**	**Discussed**
7.1 Uses data to reflect on and evaluate student learning.				
7.2 Uses data to reflect on and evaluate instructional practice.				
7.3 Uses data to reflect on and indentify areas for professional growth.				
Overall Summative Rating for Standard 7				

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.	Meets	Growth Needed	Does NOT Meet	Discussed
8.1 Identify students whose learning could be enhanced by collaboration.				
8.2 Effectively utilize all support staff.				
8.3 Collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.				
8.4 Consult with teachers, parents, administrators, and community agencies in response to educational needs of children.				
8.5 Design a plan to enhance student learning that includes all parties in the collaborative effort.				
8.6 Implement planned activities that enhance student learning and engage all parties.				
8.7 Analyze data to evaluate the outcomes of collaborative efforts.				
8.8 Coordinate individual student evaluations with school level staff.				
Overall Summative Rating for Standard 8				

Standard 9 Evaluates Teaching/Implements Professional Development: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.	Meets	Growth Needed	Does NOT Meet	Discussed
9.1 Self assess performance relative to Kentucky's Teacher Standards.				
9.2 Identify priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.				
9.3 Design a professional growth plan that addresses identified priorities.				
9.4. Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.				
9.5 Serve as resource to staff in areas of child development, program evaluation and planning, assessment, and the intellectual, educational and behavioral needs of children.				
Overall Summative Rating for Standard 9				

Standard 10 Provides Leadership within School/Community/Profession: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.	Meets	Growth Needed	Does NOT Meet	Discussed
10.1 Identify leadership opportunities that enhance student learning and/or professional environment of the school.				
10.2 Assist school and district special needs individuals and teams to develop PD plans for each staff member, school and district as appropriate.				
10.3 Develop a plan for engaging in leadership activities.				
10.4 Implement a plan for engaging in leadership activities.				
10.5 Develop and conduct professional development activities for certified and classified staff.				
10.6 Adhere to the professional code of ethics.				
10.7 Demonstrate regular attendance and punctuality.				
10.8 Analyze data to evaluate the results of planned and executed leadership efforts.				
10.9 Maintain current knowledge of and adhere to special education and early intervention policies, laws and regulations.				
10.10 Adhere to laws, rules and district policies and timelines and effectively translate such to staff as appropriate.				
10.11 Conduct individual psycho-educational evaluations in response to referrals.				
10.12 Participate in and chair ARC meetings as assigned.				
10.13 Assess, diagnose, and serve as resource for addressing learning and behavior disorder problems of students.				
10.14 Monitor and facilitate RTI throughout district.				
10.15 Perform other duties as assigned.				
Overall Summative Rating for Standard 10				

Evaluatee Comments:

_____

_____

_____

Evaluator Comments:

_____

_____

_____

Evaluatee: ___Agree with this summative evaluation

___ Disagree with this summative evaluation

_____ _____

Signature Date

Evaluator:

_____ _____

Signature Date

Employment Recommendation to Central Office:

_____Meets standards for reemployment

_____Does not meet standards for reemployment

Certified employees may submit a written appeal of the summative evaluation in accordance with Lawrence County Schools' policy 3.18. Additionally, appeals can be made to the Kentucky Board of Education in accordance with KRS 156.557 & KAR 704 3.345.

LAWRENCE COUNTY SCHOOLS
PRE-OBSERVATION CONFERENCE-Educational Psychologist, Educational Diagnostician

Teacher: _____School:_____Date of Observation: _____

Subject: _____Grade:_____Period/Time: _____
Teacher completes this form and discusses with administrator prior to scheduled observation.

-Briefly describe planned activities under the standard(s) addressed:

1. **Demonstrates Applied Content Knowledge**

2. **Designs/Plans Instruction**

3. **Creates and Maintains Learning Climate**

4. **Implements/Manages Instruction**

5. **Assesses/Communicates Learning Results**

6. **Demonstrates Implementation of Technology**

7. **Reflects/Evaluates Teaching/Learning**

8. **Collaborates with Colleagues/Parents/Others**

9. **Evaluates Teaching and Implements Professional Development**

10. **Provides Leadership within School/Community/Profession**

-Special circumstances for consideration:

Evaluatee: _____Date:_____
Evaluator: _____Date:_____

Evaluatee Comments/Responses:
_____
_____
_____

Evaluator Comments/Suggestions:_____
_____
_____
_____

Evaluatee Signature: _____ **Date Discussed:** _____

Evaluator Signature: _____ **Date Discussed:** _____

LAWRENCE COUNTY SCHOOLS

Educational Psychologist Job Description DATA COLLECTION & CONFERENCING TOOL

(Information documented on this form should be gathered from specific products and behaviors such as formal and informal observations, work samples, extra-curricular activities, professional development activities, lesson plans, team work, etc.)

Evaluatee: _____ Evaluatee: _____

Date: _____ Site: _____ Date: _____ Site: _____

Evaluator: Dir. Spec. Education _____ Evaluator: _____

First semester observation of indicators for each standard should be evidenced in left column; second semester use column on right for evidence.
(Use additional forms as appropriate for additional observations)

Standard 1: Demonstrates Applied Content Knowledge:

The teacher demonstrates a current and sufficient academic knowledge of certified content area to develop student knowledge and performance in those areas.

Performances – The teacher:

1.1 Demonstrate an in-depth knowledge of content and use this knowledge as a basis for developing and applying pedagogical content knowledge.	**1.1** Demonstrate an in-depth knowledge of content and use this knowledge as a basis for developing and applying pedagogical content knowledge.
1.2 Communicate concepts, processes and knowledge.	**1.2** Communicate concepts, processes and knowledge.
1.3 Connect content to life experiences of student; makes instruction relevant.	**1.3** Connect content to life experiences of student; makes instruction relevant.
1.4 Demonstrate instructional strategies that are appropriate for content and contribute to student learning.	**1.4** Demonstrate instructional strategies that are appropriate for content and contribute to student learning.
1.5 Guide students to understand content from various perspectives.	**1.5** Guide students to understand content from various perspectives.
1.6 Identify and address students' misconceptions of content.	**1.6** Identify and address students' misconceptions of content.
1.7- Demonstrate knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.	**1.7** Demonstrate knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.
1.8 Collaborate with others to develop appropriate behavioral, affective, adaptive, and social goals and interventions for students with different abilities, disabilities, strengths, and needs.	**1.8** Collaborate with others to develop appropriate behavioral, affective, adaptive, and social goals and interventions for students with different abilities, disabilities, strengths, and needs.
1.9 Demonstrate knowledge of, support and consider district priority goals for student achievement in the management of duties as District Employee.	**1.9** Demonstrate knowledge of, support and consider district priority goals for student achievement in the management of duties as District Employee.
Standard 1. Considerations for professional growth plan:	**Standard 1.** Considerations for professional growth plan:

Standard 2: Designs/Plans Instruction:

The teacher designs/plans instruction and 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.

Performances- The teacher:

2.1 Develop significant objectives aligned with standards.	**2.1** Develop significant objectives aligned with standards.
2.2 Use contextual data to design instruction relevant to students.	**2.2** Use contextual data to design instruction relevant to students.
2.3 Plan assessments to guide instruction and measure learning objectives.	**2.3** Plan assessments to guide instruction and measure learning objectives.
2.4 Make assessments (formative and summative) an integral component of instructional decision making.	**2.4** Make assessments (formative and summative) an integral component of instructional decision making.
2.5 Plan instructional strategies and activities that address learning objectives for all students.	**2.5** Plan instructional strategies and activities that address learning objectives for all students.
2.6 Plan instructional strategies and activities that facilitate multiple levels of learning.	**2.6** Plan instructional strategies and activities that facilitate multiple levels of learning.
2.7 Demonstrate knowledge of general education, special education, and other educational and related services.	**2.7** Demonstrate knowledge of general education, special education, and other educational and related services.
2.8 Work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.	**2.8** Work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.
Standard 2. Considerations for professional growth plan:	**Standard 2.** Considerations for professional growth plan:

Standard 3: Creates and Maintains Learning Climate:

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

Performances – The teacher:

3.1 Take responsibility for student learning.	**3.1** Take responsibility for student learning.
3.2 Communicate high expectations.	**3.2** Communicate high expectations.
3.3 Establish a positive learning environment.	**3.3** Establish a positive learning environment.
3.4 Value and support student diversity and address individual needs.	**3.4** Value and support student diversity and address individual needs.
3.5 Data-based decision-making permeates every aspect of professional practice.	**3.5** Data-based decision-making permeates every aspect of professional practice.

3.6 Coordinate student evaluations with school level staff.	**3.6** Coordinate student evaluations with school level staff.
3.7 Effectively summarizes results of psycho-educational evaluations.	**3.7** Effectively summarizes results of psycho-educational evaluations.
3.8 Follow district timelines for completion of evaluations.	**3.8** Follow district timelines for completion of evaluations.
3.9 Participate in ARC meetings.	**3.9** Participate in ARC meetings.
3.10 Apply professional skills in ways which promote the dignity and rights of students, parents, and teachers.	**3.10** Apply professional skills in ways which promote the dignity and rights of students, parents, and teachers.
3.11 Attend meetings and professional growth activities.	**3.11** Attend meetings and professional growth activities.
3.12 Utilize appropriate correct oral and written communication.	**3.12** Utilize appropriate correct oral and written communication.
3.13 Give directions or information in a clear, concise and reasonable manner.	**3.13** Give directions or information in a clear, concise and reasonable manner.
3.14 Use a variety of verbal and nonverbal techniques.	**3.14** Use a variety of verbal and nonverbal techniques.
3.15 Provide a safe environment for learning.	**3.15**Provide a safe environment for learning.
Standard 3. Considerations for professional growth plan:	**Standard 3.** Considerations for professional growth plan:

Standard 4: 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.

Performances – The teacher:

4.1 Use a variety of instructional strategies that align with learning objectives and actively engage students.	**4.1** Use a variety of instructional strategies that align with learning objectives and actively engage students.
4.2 Provide access to common core curriculum by utilizing differentiated teaching strategies, interventions, manipulatives, calculators, information technology, etc.	**4.2** Provide access to common core curriculum by utilizing differentiated teaching strategies, interventions, manipulatives, calculators, information technology, etc.
4.3 Implement instruction based on diverse student needs and assessment data.	**4.3** Implement instruction based on diverse student needs and assessment data.
4.4 Utilize curriculum documents in the development of course maps/pacing guides in order to ensure instructional rigor.	**4.4** Utilize curriculum documents in the development of course maps/pacing guides in order to ensure instructional rigor.

4.5 Use time effectively to maximize instruction.	**4.5** Use time effectively to maximize instruction.
4.6 Make effective use of planning time.	**4.6** Make effective use of planning time.
4.7 Use space and materials effectively.	**4.7**Use space and materials effectively.
4.8 Model literacy and numeracy strategies to enable students to communicate and analyze problems/tasks and solutions.	**4.8** Model literacy and numeracy strategies to enable students to communicate and analyze problems/tasks and solutions.
4.9 Implement and manages instruction in ways that facilitate higher order thinking.	**4.9** Implement and manages instruction in ways that facilitate higher order thinking.
4.10 Demonstrate knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.	**4.10** Demonstrate knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.
4.11 Collaborate with others to develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs.	**4.11** Collaborate with others to develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs.
Standard 4. Considerations for professional growth plan:	**Standard 4.** Considerations for professional growth plan:

Standard 5: Assesses/Communicates Learning Results

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

Performances – The teacher**:**

5.1 Use pre-assessments.	**5.1** Use pre-assessments.
5.2 Uses formative assessments	**5.2** Uses formative assessments
5.3 Use summative assessments.	**5.3** Use summative assessments.
5.4 Demonstrate knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments.	**5.4** Demonstrate knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments.
5.5 Use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.	**5.5** Use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.
5.6 Describe, analyze, and evaluate student performance data.	**5.6** Describe, analyze, and evaluate student performance data.
5.7 Provide students feedback that is focused, descriptive, and qualitative.	**5.7** Provide students feedback that is focused, descriptive, and qualitative.

5.8 Analyze and use student work to inform instruction (revisions to lesson) and student learning.	**5.8** Analyze and use student work to inform instruction (revisions to lesson) and student learning.
5.9 Communicate learning results to students and parents.	**5.9** Communicate learning results to students and parents.
5.10 Allow opportunity for student self-assessment.	**5.10** Allow opportunity for student self-assessment.
Standard 5. Considerations for professional growth plan:	**Standard 5.** Considerations for professional growth plan:

Standard 6: 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.

Performances – The teacher:

6.1 Use available technology to design and plan instruction.	**6.1** Use available technology to design and plan instruction.
6.2 Use available technology to implement instruction that facilitates student learning.	**6.2** Use available technology to implement instruction that facilitates student learning.
6.3 Integrate student use of available technology into instruction.	**6.3** Integrate student use of available technology into instruction.
6.4 Use available technology to assess and communicate student learning.	**6.4** Use available technology to assess and communicate student learning.
6.5 Demonstrate knowledge of information sources and technology relevant to their work.	**6.5** Demonstrate knowledge of information sources and technology relevant to their work.
6.6 Access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.	**6.6** Access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.
6.7 Demonstrate ethical and legal use of technology.	**6.7** Demonstrate ethical and legal use of technology.
Standard 6. Considerations for professional growth plan:	**Standard 6.** Considerations for professional growth plan:

Standard 7: Reflects/Evaluates Teaching/Learning:

The teacher reflects on and evaluates teaching/learning situations and/or programs.

Performances-The teacher:

7.1 Use data to reflect on and evaluate student learning.	**7.1** Use data to reflect on and evaluate student learning.
7.2 Use data to reflect on and evaluate instructional practice.	**7.2** Use data to reflect on and evaluate instructional practice.
7.3 Use data to reflect on and identify areas for professional growth.	**7.3** Use data to reflect on and identify areas for professional growth.
Standard 7. Considerations for professional growth plan:	**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.

Performances-The teacher:

8.1 Identify students whose learning could be enhanced by collaboration.	**8.1** Identify students whose learning could be enhanced by collaboration.
8.2 Effectively utilize all support staff.	**8.2** Effectively utilize all support staff.
8.3 Design a plan to enhance student learning that includes all parties in the collaborative effort.	**8.3** Design a plan to enhance student learning that includes all parties in the collaborative effort.
8.4 Implement planned activities that enhance student learning and engage all parties.	**8.4** Implement planned activities that enhance student learning and engage all parties.
8.5 Analyze data to evaluate the outcomes of collaborative efforts.	**8.5** Analyze data to evaluate the outcomes of collaborative efforts.
8.6 Demonstrate knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations.	**8.6** Demonstrate knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations.
8.7 Collaborate effectively with others in planning and decision-making processes at the individual, group, and district levels.	**8.7** Collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.
8.8 Serve as a resource person to the system in the areas of child development, program evaluation and planning, assessment, and the intellectual, educational, and emotional needs of children.	**8.8** Serve as a resource person to the system in the areas of child development, program evaluation and planning, assessment, and the intellectual, educational, and emotional needs of children.
8.9 Suggest and help implement pre-referral strategies and intervention for student exhibiting learning/behavior difficulties.	**8.9** Suggest and help implement pre-referral strategies and intervention for student exhibiting learning/behavior difficulties.
Standard 8. Considerations for professional growth plan:	**Standard 8.** Considerations for professional growth plan:

Standard 9 Evaluates Teaching and Implements Professional Development:

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

Performances-The teacher:

9.1 Self assess performance relative to Kentucky's Teacher Standards.	**9.1** Self assess performance relative to Kentucky's Teacher Standards.
9.2 Identify priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	**9.2** Identify priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
9.3 Design a professional growth plan that addresses identified priorities.	**9.3** Design a professional growth plan that addresses identified priorities.

9.4 Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.	**9.4** Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.
Standard 9. Considerations for professional growth plan:	**Standard 9.** Considerations for professional growth plan:

Standard 10 Provides Leadership within School/Community/Profession:

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

Performances-The teacher:

10.1 Identify leadership opportunities that enhance student learning and/or professional environment of the school.	**10.1** Identify leadership opportunities that enhance student learning and/or professional environment of the school.
10.2 Develop a plan for engaging in leadership activities.	**10.2** Develop a plan for engaging in leadership activities.
10.3 Implement a plan for engaging in leadership activities.	**10.3** Implement a plan for engaging in leadership activities.
10.4 Analyze data to evaluate the results of planned and executed leadership efforts.	**10.4** Analyze data to evaluate the results of planned and executed leadership efforts.
10.5 Demonstrate knowledge of research, statistics, and evaluation methods.	**10.5** Demonstrate knowledge of research, statistics, and evaluation methods.
10.6 Perform all duties consistent with school, community goals, district policy and procedures, KRS and administrative regulations.	**10.6** Perform all duties consistent with school, community goals, district policy and procedures, KRS and administrative regulations.
10.7 Adhere to the professional code of ethics.	**10.7** Adhere to the professional code of ethics.
10.8 Demonstrate regular attendance and punctuality.	**10.8** Demonstrate regular attendance and punctuality.
10.9 Provide leadership in schools in understanding and using research and evaluation data.	**10.9** Provide leadership in schools in understanding and using research and evaluation data.
10.10 Perform other duties as assigned.	**10.10** Perform other duties as assigned.
Standard 10. Considerations for professional growth plan:	**Standard 10.** Considerations for professional growth plan:
Evaluatee comments: Evaluator comments:	Evaluatee comments: Evaluator comments:
_____ _____ 1st Semester-Evaluatee Signature/Post Conference Date	_____ _____ 2nd Semester-Evaluatee Signature/Post Conference Date
_____ _____ 1st Semester-Evaluator Signature/Post Conference Date	_____ _____ 2nd Semester-Evaluator Signature/Post Conference Date

LAWRENCE COUNTY SCHOOLS
SUMMATIVE EVALUATION-Educational Psychologist

(Information documented on this form should be gathered from specific products and behaviors such as formal and informal observations, work samples, extra-curricular activities, professional development activities, lesson plans, team work, etc.)

Evaluatee: _____ Grade/Content Area: _____

School: _____ Tenured_____ Non-Tenured_____

Evaluator: _____ Position: _____

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

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

Standards/Indicators	Performance/Product Ratings (More than one rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Standard 1: Demonstrates Applied Content Knowledge: The teacher demonstrates a current and sufficient academic knowledge of certified content area to develop student knowledge and performance in those areas.				
1.1 Demonstrate an in-depth knowledge of content and use this knowledge as a basis for developing and applying pedagogical content knowledge.				
1.2 Communicate concepts, process and knowledge.				
1.3 Connect content to life experiences of student; makes instruction relevant.				
1.4 Demonstrate instructional strategies that are appropriate for content and contribute to student learning.				
1.5 Guide students to understand content from various perspectives.				
1.6 Identify and address students' misconceptions of content.				
1.7 Demonstrate knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.				
1.8 Collaborate with others to develop appropriate behavioral, affective, adaptive, and social goals and interventions for students with different abilities, disabilities, strengths, and needs.				
1.9 Demonstrate knowledge of, support and consider district priority goals for student achievement in the management of duties of District Employee.				
Overall Summative Rating for Standard 1				

Standard 2. Designs/Plans Instruction: The teacher designs/plans instruction and 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.	Meets	Growth Needed	Does NOT Meet	Discussed
2.1 Develop significant objectives aligned with standards.				
2.2 Use contextual data to design instruction relevant to students.				
2.3 Plan assessments to guide instruction and measure learning objectives.				
2.4 Make assessments (formative and summative) an integral component of instructional decision making.				
2.5 Plan instructional strategies and activities that address learning objectives for all students.				
2.6 Plan instructional strategies and activities that facilitate multiple levels of learning.				
2.7 Demonstrate knowledge of general education, special education, and other educational and related services.				
2.8 Work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.				
Overall Summative Rating for Standard 2				

Standard 3. Creates and Maintains Learning Climate: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	Meets	Growth Needed	Does NOT Meet	Discussed
3.1 Take responsibility for student learning.				
3.2 Communicate high expectations.				
3.3 Establish a positive learning environment.				
3.4 Value and support student diversity and address individual needs.				
3.5 Foster mutual respect between teacher and students and among students.				
3.6 Provide a safe environment for learning.				
3.5 Data-based decision-making permeates every aspect of professional practice.				
3.6 Coordinate student evaluations with school level staff.				
3.7 Effectively summarizes results of psycho-educational evaluations.				
3.8 Follow district timelines for completion of evaluations.				
3.9 Participate in ARC meetings.				
3.10 Apply professional skills in ways which promote the dignity and rights of students, parents, and teachers.				
3.11 Attend meetings and professional growth activities.				
3.12 Utilize appropriate correct oral and written communication.				
3.13 Give directions or information in a clear, concise and reasonable manner.				
3.14 Use a variety of verbal and nonverbal techniques.				
3.15 Provide a safe environment for learning.				

Standard 4. Implements and 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.	Meets	Growth Needed	Does NOT Meet	Discussed
4.1 Use a variety of instructional strategies that align with learning objectives and actively engage students.				
4.2 Provide access to common core curriculum by utilizing differentiated teaching strategies, interventions, manipulatives, calculators, information technology, etc.				
4.3 Implement instruction based on diverse student needs and assessment data.				
4.4 Utilize curriculum documents in the development of course maps/pacing guides in order to ensure instructional rigor.				
4.5 Use time effectively to maximize instruction.				
4.6 Make effective use of planning time.				
4.7Teach daily from bell to bell.				
4.8 Use space and materials effectively.				
4.9 Model literacy and numeracy strategies to enable students to communicate and analyze problems/tasks and solutions.				
4.10 Implement and manage instruction in ways that facilitate higher order thinking.				
4.11 Collaborate with others to develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs.				
Overall Summative Rating for Standard 4				

Standard 5 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, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	Meets	Growth Needed	Does NOT Meet	Discussed
5.1. Use pre-assessments.				
5.2 Use formative assessments.				
5.3 Use summative assessments.				
5.4 Demonstrate knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments.				

5.5 Use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.				
5.6 Describe, analyze, and evaluate student performance data.				
5.7 Provide students feedback that is focused, descriptive, and qualitative.				
5.8 Analyze and use student work to inform instruction (revisions to lesson) and student learning.				
5.9 Communicate learning results to students and parents.				
5.10 Allow opportunity for student self-assessment.				
Overall Summative Rating for Standard 5				

Standard 6 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.	**Meets**	**Growth Needed**	**Does NOT Meet**	**Discussed**
6.1. Use available technology to design and plan instruction.				
6.2 Use available technology to implement instruction that facilitates student learning.				
6.3. Integrate student use of available technology into instruction.				
6.4 Use available technology to assess and communicate student learning.				
6.5 Demonstrate knowledge of information sources and technology relevant to their work.				
6.6 Access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.				
6.7 Demonstrate ethical and legal use of technology.				
Overall Summative Rating for Standard 6				

Standard 7 Reflects and Evaluates Teaching/Learning: The teacher reflects on and evaluates teaching/learning situations and/or programs.	**Meets**	**Growth Needed**	**Does NOT Meet**	**Discussed**
7.1 Use data to reflect on and evaluate student learning.				
7.2 Use data to reflect on and evaluate instructional practice.				
7.3 Use data to reflect on and indentify areas for professional growth.				
Overall Summative Rating for Standard 7				

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.	**Meets**	**Growth Needed**	**Does NOT Meet**	**Discussed**
8.1 Identify students whose learning could be enhanced by collaboration.				
8.2 Effectively utilize all support staff.				
8.3 Design a plan to enhance student learning that includes all parties in the collaborative effort.				
8.4 Implement planned activities that enhance student learning and engage all parties.				
8.5 Analyze data to evaluate the outcomes of collaborative efforts.				
8.6 Demonstrate knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations.				
8.7 Collaborate effectively with others in planning and decision-making processes at the individual, group, and district levels.				
8.8 Serve as a resource person to the system in the areas of child development, program evaluation and planning, assessment, and the intellectual, educational, and emotional needs of children.				
8.9 Suggest and help implement pre-referral strategies and intervention for student exhibiting learning/behavior difficulties.				
Overall Summative Rating for Standard 8				

Standard 9 Evaluates Teaching/Implements Professional Development: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.	Meets	Growth Needed	Does NOT Meet	Discussed
9.1 Self assess performance relative to Kentucky's Teacher Standards.				
9.2 Identify priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.				
9.3 Design a professional growth plan that addresses identified priorities.				
9.4. Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.				
Overall Summative Rating for Standard 9				

Standard 10 Provides Leadership within School/Community/Profession: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.	Meets	Growth Needed	Does NOT Meet	Discussed
10.1 Identify leadership opportunities that enhance student learning and/or professional environment of the school.				
10.2. Develop a plan for engaging in leadership activities.				
10.3 Implement a plan for engaging in leadership activities.				
10.4 Analyze data to evaluate the results of planned and executed leadership efforts.				
10.5 Demonstrate knowledge of research, statistics, and evaluation methods.				
10.6 Perform all duties consistent with school, community goals, district policy and procedures, KRS and administrative regulations.				
10.7 Adhere to the professional code of ethics.				
10.8 Demonstrate regular attendance and punctuality.				
10.9 Provide leadership in schools in understanding and using research and evaluation data.				
10.10 Perform other duties as assigned.				
Overall Summative Rating for Standard 10				

Evaluatee Comments:

_____

_____

_____

Evaluator Comments:

_____

_____

_____

Evaluatee: ____Agree with this summative evaluation

____ Disagree with this summative evaluation

_____ _____

Signature Date

Evaluator:

_____ _____

Signature Date

Employment Recommendation to Central Office:

_____Meets standards for reemployment

_____Does not meet standards for reemployment

Certified employees may submit a written appeal of the summative evaluation in accordance with Lawrence County Schools' policy 3.18. Additionally, employees may appeal to the Kentucky Board of Education in accordance with KRS 156.557 & KAR 704 3.345.

LAWRENCE COUNTY SCHOOLS
PRE-OBSERVATION CONFERENCE-Speech/Language

Teacher: _____ School: _____ Date of Observation: _____

Subject: _____ Grade: _____ Period/Time: _____

Teacher completes this form and discusses with administrator prior to scheduled observation.

To which part of the curriculum does this lesson/activity relate?

How does this learning 'fit' into the sequence of this class/child's needs? (i.e. introduce, review, reinforce, reteach and curriculum map, and/or unit)

Briefly describe students in this class.

What are the essential questions for this lesson? What do you want the students to know and understand?

How will you engage students in the learning? What will the students do? Will students work in groups, or individually, or as a large group? Provide any worksheets or other materials students will be using (as appropriate).

How will you differentiate instruction for different individuals or groups of students in the class?

How and when will you know whether students have learned what you intend? (formal/informal assessments, exit/entrance slips/bellringers…)

What particular teaching behavior should I specifically observe during the lesson (perhaps something related to district or school improvement plan or professional growth plan, related to prior coaching or observation discussions)?

Evaluatee Comments/Responses:

_____

_____

_____

Evaluator Comments/Suggestions: _____

_____

_____

_____

_____

_____

Evaluatee Signature: _____ **Date Discussed:** _____

Evaluator Signature: _____ **Date Discussed:** _____

LAWRENCE COUNTY SCHOOLS

Speech/Language Teacher Job Description, DATA COLLECTION & CONFERENCING TOOL

(Information documented on this form should be gathered from specific products and behaviors such as formal and informal observations, work samples, extra-curricular activities, professional development activities, lesson plans, team work, etc.)

Evaluatee: _____ Evaluatee: _____

Date: _____ Site: _____ Date: _____ Site: _____

Evaluator: Special Education Director _____ Evaluator: Special Education Director _____

First semester observation of indicators for each standard should be evidenced in left column; second semester use column on right for evidence. (Use additional forms as appropriate for additional observations)

Standard 1: Demonstrates Applied Content Knowledge:

The teacher demonstrates a current and sufficient academic knowledge of certified content area to develop student knowledge and performance in those areas.

Performances – The teacher:

1.1 Demonstrate an in-depth knowledge of content and use this knowledge as a basis for developing and applying pedagogical content knowledge.	**1.1** Demonstrate an in-depth knowledge of content and use this knowledge as a basis for developing and applying pedagogical content knowledge.
1.2 Communicate concepts, processes and knowledge.	**1.2** Communicate concepts, processes and knowledge.
1.3 Connect content to life experiences of student; makes instruction relevant.	**1.3** Connect content to life experiences of student; makes instruction relevant.
1.4 Demonstrate instructional strategies that are appropriate for content and contribute to student learning.	**1.4** Demonstrate instructional strategies that are appropriate for content and contribute to student learning.
1.5 Orient students to session and effectively manage behavior with appropriate sanctions and/or rewards.	**1.5** Orient students to session and effectively manage behavior with appropriate sanctions and/or rewards.
1.6 Develop therapy sessions by providing students with real life illustrations, utilizing technology, etc.	**1.6** Develop therapy sessions by providing students with real life illustrations, utilizing technology, etc.
1.7 Guide students to understand content from various perspectives.	**1.7** Guide students to understand content from various perspectives.
1.8 Identify and address students' misconceptions of content.	**1.8** Identify and address students' misconceptions of content.
1.9 Demonstrate knowledge of, support and consider district priority goals for student achievement in the management of duties of District Employee.	**1.9** Demonstrate knowledge of, support and consider district priority goals for student achievement in the management of duties of District Employee.
Standard 1. Considerations for professional growth plan:	**Standard 1.** Considerations for professional growth plan:

Standard 2: Designs/Plans Instruction:

The teacher designs/plans instruction and 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.

Performances- The teacher:

2.1 Develop significant objectives aligned with standards.	**2.1** Develop significant objectives aligned with standards.
2.2 Use contextual data to design instruction relevant to students.	**2.2** Use contextual data to design instruction relevant to students.
2.3 Plan assessments to guide instruction and measure learning objectives.	**2.3** Plan assessments to guide instruction and measure learning objectives.
2.4 Prepare appropriate resources, a variety of materials and adaptations related to objectives.	**2.3** Prepare appropriate resources, a variety of materials and adaptations related to objectives.
2.5 Make assessments (formative and summative) an integral component of instructional decision making.	**2.4** Make assessments (formative and summative) an integral component of instructional decision making.
2.6 Plan instructional strategies and activities that address learning objectives for all students.	**2.5** Plan instructional strategies and activities that address learning objectives for all students.
2.6 Plan instructional strategies and activities that facilitate multiple levels of learning.	**2.6** Plan instructional strategies and activities that facilitate multiple levels of learning.
Standard 2. Considerations for professional growth plan:	**Standard 2.** Considerations for professional growth plan:

Standard 3: Creates and Maintains Learning Climate:

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

Performances – The teacher:

3.1 Take responsibility for student learning.	**3.1** Take responsibility for student learning.
3.2 Communicate high expectations.	**3.2** Communicate high expectations.
3.3 Establish a positive learning environment.	**3.3** Establish a positive learning environment.
3.4 Value and support student diversity and address individual needs.	**3.4** Value and support student diversity and address individual needs.
3.5 Develop and implement an appropriate Individualized Education Plan for each student.	**3.5** Develop and implement an appropriate Individualized Education Plan for each student.

3.5 Foster mutual respect between teacher and students and among students.	**3.5** Foster mutual respect between teacher and students and among students.
3.6 Provide a safe environment for learning.	**3.6** Provide a safe environment for learning.
Standard 3. Considerations for professional growth plan:	**Standard 3.** Considerations for professional growth plan:

Standard 4: 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.

Performances – The teacher:

4.1 Use a variety of instructional strategies that align with learning objectives and actively engage students.	**4.1** Use a variety of instructional strategies that align with learning objectives and actively engage students.
4.2 Provide access to common core curriculum by utilizing differentiated teaching strategies, interventions, manipulatives, calculators, information technology, etc.	**4.2** Provide access to common core curriculum by utilizing differentiated teaching strategies, interventions, manipulatives, calculators, information technology, etc.
4.3 Implement instruction based on diverse student needs and assessment data.	**4.3** Implement instruction based on diverse student needs and assessment data.
4.4 Utilize curriculum documents in the development of course maps/pacing guides in order to ensure instructional rigor.	**4.4** Utilize curriculum documents in the development of course maps/pacing guides in order to ensure instructional rigor.
4.5 Use time effectively to maximize instruction.	**4.5** Use time effectively to maximize instruction.
4.6 Make effective use of planning time.	**4.6** Make effective use of planning time.
4.7 Teach daily from bell to bell.	**4.7**Teach daily from bell to bell.
4.8 Use space and materials effectively.	**4.8** Use space and materials effectively.
4.9 Model literacy and numeracy strategies to enable students to communicate and analyze problems/tasks and solutions.	**4.9** Model literacy and numeracy strategies to enable students to communicate and analyze problems/tasks and solutions.
4.10 Implement and manages instruction in ways that facilitate higher order thinking.	**4.10** Implement and manages instruction in ways that facilitate higher order thinking.
Standard 4. Considerations for professional growth plan:	**Standard 4.** Considerations for professional growth plan: