

**LEE COUNTY SCHOOLS
CERTIFIED PERSONNEL
EVALUATION PLAN**

June, 2001

LEE COUNTY BOARD OF EDUCATION

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CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

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Name of District Telephone Number

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Name of Superintendent

Frank Kincaid Superintendent (606) 464-5000
Evaluation Contact Person Position Telephone Number

Evaluation Plan Development Committee Members and Their Position Titles:

Judy Jennings Principal, Southside Elementary

Sara Terry Teacher, Southside Elementary

Kay Epperson Principal, Beattyville Elementary

Cheri Murrey Teacher, Beattyville Elementary

Don Aldridge Principal, Lee County Middle

George Chaney Teacher, Lee County Middle

Jimmy Evans Principal, Lee County High

Danny Partin Teacher, Lee County High

Certified Evaluation Plan

Certified school personnel includes:

1. Administrator

Any person who devotes the majority of his/her employed time to service in a position for which administration certification is required. These positions are superintendent, deputy superintendent, assistant/associate superintendent, principal, assistant principal, guidance counselor, director of special education, supervisor of instruction, director of pupil personnel, dean of students, director of federally supported programs, professional development coordinator, director of district-wide services, instructional coordinator, and district assessment coordinator, and head teachers.

2. Teacher

Refers to any certified staff person who directly instructs students.

3. Other Support Staff

Refers to any certified staff other than teacher or administrator, such as librarians, media specialists, speech therapists, etc.

Glossary of Evaluation Terms and Definitions

(As applied to Kentucky's professional growth and certified personnel evaluation process)

Evaluation terms and definitions listed below include those presented in KRS 156.557, 704 KAR 3:345, and KRS 160.345 (2) (c).

administrator: is any person who devotes the majority of his/her employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20. These positions are superintendent, deputy superintendent, assistant/associate superintendent, principal, assistant principal, guidance counselor, director of special education, supervisor of instruction, director of pupil personnel, dean of students, director federally supported programs, professional development coordinator, director of district-wide services, instructional coordinator, and district assessment coordinator. Head teachers may also serve as evaluators of certified personnel based upon KRS 160.345. The administrator assumes the role of evaluator for all certified school personnel whom he/she immediately supervises.

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

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

corrective action plan: a plan developed by the evaluator and evaluatee as a result of an unsuccessful standard rating(s) on the summative evaluation. Specific assistance and activities are identified and progress monitored.

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

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

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

evaluation plan: includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. The Kentucky Department of Education must approve both the plan and the procedures.

evaluation procedures: as well as the evaluation forms, must be designed to foster professional growth and to support individual personnel decisions.

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

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

indicators: are measurable or observable behaviors and outcomes that demonstrate performance criteria.

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

monitoring: to supervise; to check systematically or scrutinize for the purpose of collecting specified categories of data. (For example: principals monitor teachers lesson plans, units of study, interactions with students, parents, and each other.)

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

observee: one who is observed by the observer.

observer: one who sees and reports behaviors. This is usually the primary evaluator.

openly: with full knowledge of others (evaluatee).

other support staff: any certified staff other than teacher or administrator.

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

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

primary evaluator: the evaluator who is the employee's immediate supervisor (principal, associate principal, head teacher, etc.).

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

post-conference: a meeting between the evaluator and the certified personnel employee to provide feedback from the evaluator. The evaluator and the certified personnel employee analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan.

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

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

summative evaluation: the summary of, and conclusions from, all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written evaluation report.

teacher: any certified staff person who directly instructs students.

INTRODUCTION

The established purpose of the Lee County School System is to provide for the fullest development of each student regardless of ability, past experiences, social or economic status, or any other individual differences. To that end the Certified Personnel Evaluation System is dedicated to that end.

The Lee County Schools believe teaching is a professional craft that needs to be periodically "fine-tuned".

Research based practices of teachers that have a positive impact on student behaviors become the standards for effective teaching. Evaluation is a means for determining to what extent these practices are used. "Fine-tuning" occurs when teachers participate in meaningful and timely experiences designed to improve their knowledge and skills. Coupled with a sound staff development program, evaluation will lead to a more confident and productive teaching force.

The system described in this document combines teacher appraisal with improvement strategies and emphasizes the importance of interaction between the evaluator and evaluatee. It includes teaching practices and interacting processes that are research-based, provides for appraising teachers individually, and, unlike conventional systems, places as much importance on the strengths as on the weaknesses of the teacher.

In this evaluation system the evaluator is a helper. The process is designed to communicate to the evaluatee how well he/she is performing and to assist him/her to become even more effective.

The evaluation process is ongoing and uses a combination of formative and summative evaluation activities.

Confidence in the system and mutual respect between evaluator and teacher are necessary for the system to work effectively. To accomplish this, a committee comprised of teachers and administrators had the primary responsibility for developing the system. Evaluators are trained to implement the system.

The evaluation system is a means for increasing the knowledge, skills, and self-confidence of all teachers in the Lee County Schools, but it will be the educational successes of students that will be the true measure of its effectiveness.

PURPOSE

The purpose of the Lee County Certified Personnel Evaluation System is to:

1. Improve the overall instructional program.
2. Promote more effective communications and a higher level of trust between teachers and administrators.
3. Motivate teachers and administrators to a higher level of performance.

4. **Identify and promote effective teaching.**
5. **Improve the school district's credibility with the community.**
Provide the primary focus for training evaluators and improving their instructional leadership.
7. **To support individual personnel decisions.**
8. **Keep the school system in compliance with state mandates.**

CRITERIA

The development of the Certified Personnel Evaluation System was guided by the following criteria:

1. **Includes performance criteria that are supported by reliable evidence.**
2. **Is aligned with the school district's goals and objectives as seen in the consolidated plan.**
3. **Communicates expected performance, procedures, and performance outcomes in a way that is easily understood by all parties.**
4. **Matches teacher performance criteria to standard teaching practices for Lee County Schools.**
Focuses on the performance and improvement of the individual educator.
6. **Includes performance criteria (indicators of performance) that are measurable and/or observable.**
7. **Provides for documentation of results that are valid, reliable, manageable, and easily understood.**
8. **Is manageable with regard to resources, expertise, and time.**
9. **Establishes procedures that minimize the disruption of teaching, learning, and school management.**
10. **Provides for self-assessment using the same performance criteria as used by the evaluator.**
11. **Integrates an evaluation process with staff development on teaching and learning.**
12. **Establishes an evaluation cycle that includes both formative and summative evaluation strategies and activities (emphasis on formative).**
13. **Provides for a team approach (evaluatee and evaluator) to designing and implementing improvement plan.**
Meets all requirements set by the state.

SYSTEM

The evaluation system begins with pre-evaluation activities and ends with the development of a plan for improving teaching/administration.. The system is individualized for each teacher/administrator and, except for orientation which may be accomplished in a group setting, all activities involve the individual teacher/administrator and evaluator(s). This section of the manual describes the overall system. Procedures are presented in a separate section.

- A. **PRE-EVALUATION** - A stage of the system consisting of activities that prepare teachers/administrators for a new evaluation cycle. Activities are categorized as either orientation or conference.
- **Certified Personnel** - Within one month of reporting for employment (annually), certified staff will be provided information about the evaluation system, to include performance criteria, procedures, and priorities. The orientation is required for all certified personnel. The intent of the orientation is for certified personnel to become knowledgeable of the evaluation system and any priorities set by the school district and/or school and to reduce any excessive anxiety that may exist among the certified staff.
 - **Pre-Observation Conference** - Evaluator and evaluatee meet to make specific plans for classroom observation session. The conference is required for all scheduled observations.
- B. **FORMATIVE EVALUATION** - A component of the system which requires the evaluator to observe the teacher in the classroom and to interact with the teacher about the results. Administrators will be observed in a variety of work situations and the evaluator will interact with the administrator about results. More specifically, each observation will include:
- **Observing the teacher and students in the instructional setting;**
 - **Observing the administrator in the overall school setting;**
 - **Documenting specific information for interacting with the teacher/administrator;**
 - **Analyzing the results in preparation for a conference with the teacher/administrator;**
 - **Conferencing with the teacher/administrator to identify strengths and needs of improvement;**
 - **Developing strategies for improvement, including strengthening specific skills and providing positive reinforcement; and**
 - **Assisting the teacher/administrator with implementing strategies and activities.**

The number of observations during a cycle will be determined by the procedures described in this manual. The results of all formative observations will be considered by the evaluator in developing the summative report.

- C. **SUMMATIVE EVALUATION** - A stage of the system which leads to a summary of all evaluation results gathered during the total evaluation cycle. It marks the end of the cycle and requires a report of the status of the evaluatee on all performance criteria and a plan for improvement.
- **Summative Report** - The evaluator will complete a report rating the teacher/administrator on all performance criteria, with appropriate statements to help clarify the performance of the evaluatee. The summative conference will include all evaluation data. The report will be shared with the evaluatee at a conference to follow the final observation session.
 - **Summative Conference** - Evaluatee and evaluator will meet to discuss the performance of the evaluatee during the total evaluation cycle. Both strengths and needs for improvement will be discussed.
- D. **INDIVIDUAL CORRECTIVE ACTION PLAN** - This plan is developed by the evaluator and teacher/administrator when an evaluatee receives a "does not meet" rating on the Summative Evaluation. The plan will be more comprehensive and long-range than the Individual Growth Plan. It will assist the evaluatee in taking steps to improve and give direction to the evaluator for providing assistance during the new cycle.
- E. **INDIVIDUAL GROWTH PLAN** - Each certified person will have an Individual Growth Plan that is reviewed annually. This Individual Growth Plan shall be aligned with the specific goals and objectives of the Consolidated Plan. The Individual Growth Plan will be developed/revised/reviewed each Spring. (Developed in Spring, implemented next school year and reviewed next Spring and a new plan developed or revised).

PROCEDURES

EVALUATION CYCLE

The Lee County Certified Evaluation System is individualized in that each teacher/administrator is evaluated independently of all other teachers/administrators including observations, conferences, reporting, and planning for improvement.

The length of the cycle is as follows:

- Non-tenured teachers.....Annually
- Tenured teachers.....Minimum of once in a three (3) year cycle
- Administrators.....Annually

Approximately one-third of the tenured teachers may complete their summative evaluation each year, or teachers may be observed once per year with summative in the third year. Teachers may be evaluated more frequently as needed.

Each cycle will include formative evaluations, a summative evaluation, an individual growth plan, and a corrective action plan if needed.

EVALUATEE

Evaluatees for the Certified Personnel Evaluation System include all certified school employees assigned to a school (part and full-time) except the principal, assistant principal(s), and counselor(s), who will be evaluated as administrators.

EVALUATOR

Principals, assistant principals, and other administrators assigned by the superintendent as an immediate supervisor shall serve as evaluators of school employees covered by the Certified Personnel Evaluation System. The immediate supervisor of the employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

OBSERVATIONS

Evaluatees on a one (1) year evaluation cycle (intern and non-tenured) shall be observed no less than three times. Two unscheduled and *one scheduled. Evaluatees on a three (3) year evaluation cycle (tenured) shall be observed no less than one scheduled time during any year or years of that three (3) year cycle with a growth plan to follow. The maximum number of observations and length of visits for all evaluatees are at the discretion of the evaluator. A pre-observation conference is required for the scheduled observation. A conference is required for the development of the summative instrument for all teachers being evaluated. An observation of a complete teaching segment (lesson) is required during the scheduled observation for summative evaluation purposes. Observations are conducted openly and with full knowledge of the evaluatee.

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

DOCUMENTATION AND REPORTING

The results of each observation shall be documented by the evaluator in preparation for a conference with the evaluatee. All formative and summative evaluation reports shall be in writing and on official report forms provided by the school district. During the cycle, the evaluatee shall be rated on each performance indicator through information found as follows:

A. OBSERVED DATA

1. Verbal interaction (Principal/Other Talk)
2. Activities (Types, Timeframe)
3. Physical/Environment (Pleasant, Conducive for Learning)
4. Staff/Student Behavior (+/-)
5. Staff/Student Attitudes (+/-)

B. NON-OBSERVED DATA

1. Staff/Student/Parent/Community comments (+/-)
2. Correspondence (+/-)

C. ARTIFACT DATA

1. Surveys/Inventories (Staff/Students/Parents)
2. Attendance Records (Students/Staff)
3. Test Data (Norm/Criterion Referenced)
4. Evaluation Forms (Quality/Quantity)
5. Committee Minutes, Reports, Professional Development Records
6. Letters, Memos, Newsletters, (Quality/Quantity)
7. Awards, Recognitions, Achievements, Clippings
8. Administrator Log (Events, Time, Anecdotes)

A copy of the report (formative or summative) will be provided to the evaluatee during the conference. All reports will be signed by both the evaluator and evaluatee to confirm that the report has been completed and reviewed by both parties.

CONFERENCE

The evaluator shall hold a conference with the teacher within five (5) working days following each observation.

For the two (2) non-scheduled classroom observations (intern & non-tenured), the evaluator shall hold a post-observation conference with the evaluatee within five (5) working days from the time of observation to discuss the results and to develop strategies for follow-up activities. A written report is developed during each conference and signed by both parties.

For the scheduled observation (intern, non-tenured, & tenured), both pre- and post-observation conferences are required for all teachers. The pre-conference is used to plan the scheduled observation for the cycle, which is to include a complete teaching segment. The post-conference will include review of the results and development of the written report and interim growth areas.

TEACHER PERFORMANCE CRITERIA

The standards for measuring the performance of teachers are called Evaluation Standards and Performance Criteria.

FORMATIVE EVALUATION REPORT

The evaluatee will be provided a written report each time a conference is held. The report will include a summary of the most effective teaching behaviors observed and suggestions for improvement. Improvements can range from expanding advanced teaching skills (stretching) to adding those that are very basic to effective teaching.

The report will serve as a guide for the conference but will not necessarily include all of the details discussed with the teacher. The evaluatee shall be provided a copy of the formative report which shall be signed by both the evaluatee and evaluator. The signatures verify that each party had an opportunity to study the report and to discuss its contents in a conference. The signature of the evaluatee does not signify agreement with the evaluation results or the suggestions.

A summative report will be completed during each evaluation cycle. Each teacher standard and its criteria is evaluated independently of all others. Since each criteria has a separate set of descriptors, the results of the summative are used as a basis for an individual growth plan and/or corrective action plan.

Summative evaluations for administrators will be done annually. All evaluations (except supt.) will be done on approved forms to become part of official personnel file.

The evaluatee will be provided an opportunity to react in writing to the total summative report on a form provided by the school district. Teacher reaction forms, if desired, can be obtained from the evaluator. One copy of the reaction form shall be attached to the summative report. Each party signs and receives a copy of the summative report. Summative and formative evaluation reports shall remain on file in the principal's Office (with a copy of the summative report in the Central Office).

INDIVIDUAL GROWTH PLAN

The evaluatee and evaluator shall jointly develop a plan for upgrading the knowledge and/or skills of the evaluatee to be reviewed annually. Summative evaluation results and/or consolidated plan goals and objectives should be used as a basis for developing the individual growth plan.

INDIVIDUAL CORECTIVE ACTION PLAN

The Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet" rating on any standard in the summative evaluation. This is a more comprehensive plan and will include extensive assistance from the evaluator. This plan shall be reviewed annually and is in addition to the individual growth plan.

APPEALS PROCESS

An appeals panel is established in accordance with KRS 156.101(11) and 704 KAR 3:345.

The panel shall have three (3) members, all of whom must be certified employees. One (1) member shall be appointed by the Board of Education, and this member shall be an administrator and shall serve as the chairperson of the panel. An alternate administrator shall be appointed by the Board of Education to serve if the appointed member is unable to serve for any reason.

Two (2) members shall be elected by the Faculty Forum, and two (2) alternates shall be elected to serve if either or both of the elected members are unable to serve for any reason.

Terms shall be for the three (3) years of an evaluation cycle, and members shall be eligible to succeed themselves in successive terms. No member of the panel will hear any appeal of an evaluation in which he/she was the evaluator, and no panel member shall consider any appeal brought by an individual in the member's immediate family. (Immediate family is defined as father, mother, brother, sister, step-relations and in-laws of the corresponding categories, spouse, and children).

The evaluatee has the right to appeal his/her summative evaluation if he/she believes that it unfairly defines his/her performance. For the purpose of facilitating an appeal the following procedure is established.

Realizing that the burden of proof lies with the evaluatee, any certified employee who believes he/she received an unfair summative evaluation, and believes he/she can substantiate that belief, may file an appeal and have a chosen representative present during the appeal. The evaluatee has the opportunity to review all documentation.

An appeal must be received by the chairperson of the appeals panel within ten (10) working days of receipt of the summative evaluation by the certified employee under consideration.

The appeal must be filed in writing, and the evaluatee must sign the release thereon of his/her evaluation records to the appeals panel.

The panel shall review all documents presented to it and shall hear testimony from both the evaluator and the evaluatee. The evaluatee and evaluator may each have one chosen representative present during any discussion of the appeal, but no testimony shall be permitted by either of the representatives or by any persons other than the evaluator and the evaluatee. The evaluator shall be allowed an opportunity to respond to the claims of the evaluatee both verbally and in writing and to present written records, if any, which support the summative evaluation.

The panel shall make a recommendation to the superintendent within fifteen (15) working days from the date the appeal was received by the panel chairperson. Recommendations of the panel shall include one of the following:

- a. Recommendation that the summative evaluation should be filed as submitted.**
- b. Recommendation that further investigation should be conducted by the superintendent.**
- c. Recommendation that the evaluation be changed in the manner and for the reasons as set forth in the recommendation of the panel.**

Submission of a recommendation to the superintendent concludes the responsibilities of the appeals panel except when the superintendent recalls it to present further information regarding its recommendation.

On receipt of the panel's recommendation, the superintendent shall file the panel's recommendation in the evaluatee's personnel file with the original evaluation form, and the superintendent shall take such action in connection with the evaluation as he deems appropriate in view of the recommendation by the panel. (In cases where the evaluation appealed was conducted by the superintendent, then, upon the request of either the superintendent or the evaluatee, any recommendation of the panel shall be reviewed by the Board of Education hereafter without previous intermediate consideration by the superintendent).

The evaluatee may appeal the decision of the superintendent to the Board of Education, and the Board will make a final decision solely on the basis of the record of the prior proceedings before the appeals panel (and including the Report of the Superintendent on the recommendation of the appeals panel, except in cases where the superintendent is the evaluator. In that situation the Board, at its discretion, may hear testimony of the evaluatee and the superintendent). Any appeal to the Board of Education must be filed within ten (10) days of the receipt by the evaluatee of the decision of the superintendent by delivering such appeal to the chairperson of the Board of Education.

Participation in the appeals process precludes the evaluatees right to use the employee grievance/appeal procedure under the general policies of the Board of Education of Lee County, this evaluation appeals procedure being the exclusive method for appealing an evaluation.

The appeals proceeding shall be tape recorded, and a copy of the recording, upon request, shall be furnished to the evaluatee and the superintendent of schools, and to the Board of Education if the matter is appealed to the Board.

A certified employee who feels that the school district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

Teacher Evaluation Timeline Process

EVALUATION TIME LINE

<u>Intern</u>	<u>Non-Tenured</u>	<u>Tenured</u>	<u>Date</u>	
<u>X</u>	<u>X</u>	<u>X</u>		End of First Month Orientation to Evaluation Process & review/revision of current year Individual Growth Plan
<u>X</u>	<u>X</u>	<u>N/A</u>	NOVEMBER 15	*First Observation First Formative Conference (Interim Growth Plan/Conferencing Document)
<u>X</u>	<u>X</u>	<u>N/A</u>	FEBRUARY 15	*Second Conversation Second Formative Conference (Interim Growth Plan)
<u>X</u>	<u>X</u>	<u>X</u>	APRIL 10	*Third Observation Third Formative Conference
<u>April 15</u>	<u>April 30</u>	<u>April 30</u>		
<u>X</u>	<u>X</u>	<u>X</u>		Summative Conference A. Do Summative Evaluation Reports
<u>X</u>	<u>X</u>	<u>X</u>		**B. Review current year Individual Growth Plan
<u>X</u>	<u>X</u>	<u>X</u>		**C. Develop/Revise Individual Growth Plan for next school year
<u>X</u>	<u>X</u>	<u>X</u>		D. Develop Individual corrective Action Plan for standards rated as "Does Not Meet"

*Pre-observation form to be completed and given to evaluator prior to scheduled observations
Formative observations may occur each year or all three in one year for tenured teachers

**Individual Growth Plan is reviewed/revise annually for all teachers

N/A – Not Applicable

Teacher Evaluation Standards & Forms

INTERNSHIP/PROFESSIONAL GROWTH AND EVALUATION PROCESS

INTERN TEACHER	NEW and EXPERIENCED TEACHERS	
NON-TENURED	NON-TENURED	TENURED
less than one (1) year	one (1) through four (4) years	more than four (4) years
<p>The evaluation plan shall be explained to and discussed with all certified employees no later than the end of the first month of reporting for employment for each school year.</p>		
FORMATIVE PHASE (data collection)		
<p>Initial Conference and Pre-conference(s) (prior to each observation)</p> <ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information 	<p>Pre-conference(s) (prior to each observation)</p> <ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information 	<p>Pre-conference(s) (prior to each observation)</p> <ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information
<p>Formative Observations</p> <ol style="list-style-type: none"> *1. minimum of three (3) per year when results are satisfactory. 2. prior to each formative conference 3. use KIP Form <p>*More observations may occur when results are unsatisfactory</p>	<p>Formative Observations</p> <ol style="list-style-type: none"> 1. minimum of three (3) per year when results are satisfactory. 2. prior to each formative conference <p>*More observations shall occur when results are unsatisfactory</p>	<p>Formative Observations</p> <ol style="list-style-type: none"> *1. minimum of one (1) every (3) three-year period when results are satisfactory 2. prior to each formative conference <p>*Multiple observations shall occur when results are unsatisfactory</p>
<p>Formative Conferences (post)</p> <ol style="list-style-type: none"> *1. minimum of three (3) per year 2. intern/intern committee 3. conference with intern follows observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities 6. written reports <p>*More conferences may occur when observation results are unsatisfactory</p>	<p>Formative Conferences (post)</p> <ol style="list-style-type: none"> *1. minimum of three (3) per year 2. evaluator/evalutee 3. within one (1) work-week following each observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities <p>*More conferences shall occur when observation results are unsatisfactory</p>	<p>Formative Conferences (post)</p> <ol style="list-style-type: none"> *1. minimum of one (1) every (3) three-year period when results are satisfactory 2. evaluator/evalutee 3. within one (1) work-week following each observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities <p>*Multiple conferences shall occur when observation results are unsatisfactory</p>
SUMMATIVE PHASE (decision-making)		
<p>Summative Conference (post)</p> <ol style="list-style-type: none"> 1. discussion between intern and intern committee 2. one time 3. includes all data collected 4. held at the end of the cycle 5. completed (written) report provided to the intern 6. establish/revise individual professional growth plan 	<p>Summative Conference (post)</p> <ol style="list-style-type: none"> 1. discussion between person evaluated and evaluator 2. once each year 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) evaluation report provided to person evaluated 6. establish/revise individual professional growth plan 	<p>Summative Conference (post)</p> <ol style="list-style-type: none"> 1. discussion between person evaluated and evaluator 2. once every (3) three-year period 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) evaluation report provided to person evaluated 6. establish/revise individual professional growth plan
<p>Summative Evaluation</p> <ol style="list-style-type: none"> 1. one time 2. summary/conclusions from all formal and informal evaluation data 3. written report and decision 	<p>Summative Evaluation</p> <ol style="list-style-type: none"> 1. once each year 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report 	<p>Summative Evaluation</p> <ol style="list-style-type: none"> 1. minimum of one (1) every (3) three-year period 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report
<p>District teacher personnel files shall contain:</p> <ol style="list-style-type: none"> 1. Summative evaluation (completed form) per teacher at the end of the evaluation cycle. 2. Individual professional growth plan per teacher/per evaluation cycle (reviewed annually). 3. Intern records maintained according to KTIP 704 KAR 20:690 		

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR TEACHERS

The following performance evaluation standards and performance criteria are based the Experienced Teachers Standards adopted June 1994 and revised May 1999 by the Education Professional Standards Board.

Review the following standard titles and descriptions of each:

Evaluation Standards for Teachers

1. **Demonstrates Professional Leadership**
The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.
2. **Demonstrates Knowledge of Content**
The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.
3. **Designs/Plans Instruction**
The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
4. **Creates/Maintains Learning Climate**
The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
5. **Implements/Manages Instruction**
The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals become responsible team members, think and solve problems, and integrate knowledge.
6. **Assesses and Communicates Learning Results**
The teacher assesses and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
7. **Reflects/Evaluates Teaching/Learning**
The teacher reflects on and evaluates teaching/learning
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.
9. **Engages in Professional Development**
The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.
10. **Demonstrates Implementation of Technology**
The teacher uses technology to support instruction: access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research

DATA COLLECTION SUMMARY

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

Observee _____ Content Area Grade(s) _____

Observer _____ Position _____

Classroom Observation Information:

Date _____

Unit of Study/Lesson _____

Time _____

Academic Expectations (No.'s) _____

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

STANDARDS/PERFORMANCE CRITERIA

Standard 1: Demonstrates Professional Leadership: <i>The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.</i>	
1.1. Builds positive relationships within and between school and community.	1.8 Initiates and develops educational projects and programs.
1.2. Promotes leadership potential in colleagues.	1.9. Practices effective listening, conflict resolution, and group facilitation skills as a team member.
1.3. Participates in professional organizations and activities	1.10. Demonstrates punctuality and good attendance for all duties.
1.4. Writes and speaks effectively.	1.11. Adheres to school board policies and administrative procedures.
1.5. Contributes to the professional knowledge and expertise about teaching and learning.	1.12. Adheres to the state professional Code of Ethics.
1.6 Guides the development of curriculum and instructional materials.	1.13 PROFESSIONAL APPEARANCE
1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.	STANDARD 1. (CONSIDERATIONS FOR PROFESSIONAL GROWTH PLAN.)

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

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

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

<p>3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.</p>	<p>3.8. Includes creative and appropriate use of technologies (e.g. audiovisual equipment, computers, lab equipment, etc.) to improve student learning.</p>
<p>3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.</p>	<p>3.9. Develops and implements appropriate assessment processes.</p>
<p>3.3. Integrates skills, thinking processes, and content across disciplines.</p>	<p>3.10. Secures and uses a variety of appropriate school and community resources to support learning.</p>
<p>3.4. Creates and uses learning experiences that challenge, motivate and actively involve the learner.</p>	<p>3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.</p>
<p>3.5. Creates and uses learning experiences that are developmentally appropriate for learners.</p>	<p>3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.</p>
<p>3.6. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.</p>	<p>Standard 3. (Considerations for professional growth plan.)</p>
<p>3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur.</p>	

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

<p>4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.</p>	<p>4.6. Encourages and supports individual and group inquiry.</p>
<p>4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.</p>	<p>4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.</p>
<p>4.3. Shows consistent sensitivity to individuals and responds to students objectively.</p>	<p>4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.</p>
<p>4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.</p>	<p>4.9. Works with colleagues to develop an effective learning climate within the school.</p>
<p>4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.</p>	<p>Standard 4. (Considerations for professional growth plan.)</p>

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

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

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

6.1. Selects and uses appropriate assessments.

6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.

6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.

6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.

Standard 6. (Considerations for professional growth plan.)

6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.

Standard 7: Reflects/Evaluates Teaching/Learning: <i>The teacher reflects on and evaluates teaching/learning.</i>	
7.1. Assesses and analyzes the effectiveness of instruction.	7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.
7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.	Standard 7. (Considerations for professional growth plan.)
Standard 8: Collaborates with Colleagues/Parents/Others: <i>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.</i>	
8.1. Initiates collaboration with others and relates situations where collaboration with others will enhance student learning.	8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.	8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.

<p>8.5 Secures and makes use of school and community resources that present differing viewpoints.</p>	<p>8.8. Analyzes previous collaborative experiences to improve future experiences.</p>
<p>8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.</p>	<p>8.9. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.</p>
<p>8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.</p>	<p>Standard 8. (Considerations for professional growth plan.)</p>
<p>Standard 9: Engages in Professional Development: <i>The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.</i></p>	
<p>9.1. Establishes priorities for professional growth.</p>	<p>9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.</p>
<p>9.2. Analyzes student performance to help identify professional development needs.</p>	<p>9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.</p>
<p>9.3. Solicits input from others in the creation of individual professional development plans.</p>	<p>Standard 9. (Considerations for professional growth plan.)</p>

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

<p>10.1. Operates a multimedia computer and peripherals to install and use a variety of software.</p>	<p>10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.</p>
<p>10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.</p>	<p>10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.</p>
<p>10.3 Demonstrates knowledge of the use of technology in business, industry, and society.</p>	<p>10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.</p>
<p>10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.</p>	<p>10.9. Designs lessons that use technology to address diverse student needs and learning styles.</p>
<p>10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.</p>	<p>10.10 Practices equitable and legal use of computers and technology in professional activities.</p>

<p>10.11. Facilitates the lifelong learning of self and others through the use of technology.</p>	<p>10.15. Uses technology to support multiple assessments of student learning.</p>
<p>10.12. Explores, uses, and evaluates technology resources, software, applications, and related documentation.</p>	<p>10.16. Instructs and supervises students in the ethical and legal use of technology.</p>
<p>10.13. Applies research-based instructional practices that use computers and other technology.</p>	<p>Standard 10. (Considerations for professional growth plan.)</p>
<p>10.14. Uses computers and other technology for individual, small group, and large group learning activities.</p>	

FORMATIVE CONFERENCING FORM

_____ Observation

_____ Date

Review of Interim Growth Plan, if applicable:

Notes/Comments:

Interim Growth Plan:

Annual Individual Growth Plan for next year developed during Summative Conference

Evaluator Signature & Date

Evaluatee Signature & Date

SUMMATIVE CONFERENCING FORM

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

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School _____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities
	*NOTE: *More than one (1) rating may be checked			
	Meets	Growth Needed	Does Not Meet	Discussed
1: Demonstrates Professional Leadership				
1.1. Builds positive relationships within and between school and community				
1.2. Promotes leadership potential in colleagues.				
1.3. Participates in professional organizations and activities.				
1.4. Writes and speaks effectively.				
1.5. Contributes to the professional knowledge and expertise about teaching and learning.				
1.6. Guides the development of curriculum and instructional materials.				
1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.				
1.8. Initiates and develops educational projects and programs.				
1.9. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.				
1.10 Demonstrates punctuality and good attendance for all duties.				
1.11 Adheres to school board policies and administrative procedures.				
1.12 Adheres to the state professional Code of Ethics				
1.13 Professional Appearance				
Standard 1 Overall Rating for Summative Evaluation Form				
Demonstrates Knowledge of Content				
2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught.				
2.2. Communicates a current knowledge of discipline(s) taught.				
2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.				
2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.				
2.5. Connects content knowledge to real-world applications.				
2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.				
2.7. Analyzes sources of factual information for accuracy.				
2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.				
2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.				
Standard 2 Overall Rating for Summative Evaluation Form				
3: Designs/Plans Instruction				
3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.				
3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.				
3.3. Integrates skills, thinking processes, and content across disciplines.				
3.4. Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.				
3.5. Creates and uses learning experiences that are developmentally appropriate for learners.				
3.6. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.				
3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur.				
3.8. Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.				
3.9. Develops and implements appropriate assessment processes.				
3.10. Secures and uses a variety of appropriate school and community resources to support learning.				
3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.				

3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.				
Standard 3 Overall Rating for Summative Evaluation Form				
Creates/Maintains Learning Climate	Meets	Growth Needed	Does Not Meet	Discussed
4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.				
4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.				
4.3. Shows consistent sensitivity to individuals and responds to students objectively.				
4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.				
4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.				
4.6. Encourages and supports individual and group inquiry.				
4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.				
4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.				
4.9. Works with colleagues to develop an effective learning climate within the school.				
Standard 4 Overall Rating for Summative Evaluation Form				
5: Implements/Manages Instruction	Meets	Growth Needed	Does Not Meet	Discussed
5.1. Communicates specific goals and high expectations for learning.				
5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.				
5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.				
5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.				
5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences.				
5.6. Simulates students to reflect on their own ideas and those of others.				
7. Uses appropriate questioning strategies to help students solve problems and think critically.				
5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.				
5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.				
5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.				
5.11. Makes effective use of media and technologies.				
5.12. Makes efficient use of physical and human resources and time.				
5.13. Provides opportunities for students to use and practice what is learned.				
5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.				
Standard 5 Overall Rating for Summative Evaluation Form				
6: Assesses and Communicates Learning Results	Meets	Growth Needed	Does Not Meet	Discussed
6.1. Selects and uses appropriate assessments.				
6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.				
6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.				
6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.				
6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.				
6.6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.				
Standard 6 Overall Rating for Summative Evaluation Form				
7: Reflects/Evaluates Teaching/Learning	Meets	Growth Needed	Does Not Meet	Discussed
7.1. Assesses and analyzes the effectiveness of instruction.				
7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.				
7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.				
Standard 7 Overall Rating for Summative Evaluation Form				
8: Collaborates with Colleagues/Parents/Others	Meets	Growth Needed	Does Not Meet	Discussed
8.1. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.				

8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.				
8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.				
4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.				
8.5. Secures and makes use of school and community resources that present differing viewpoints.				
8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.				
8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.				
8.8. Analyzes previous collaborative experiences to improve future experiences.				
8.9. Assesses students' special needs and collaborate with school services and community agencies to meet those needs.				
Standard 8 Overall Rating for Summative Evaluation Form				
9: Engages in Professional Development	Meets	Growth Needed	Does Not Meet	Discussed
9.1. Establishes priorities for professional growth.				
9.2. Analyzes student performance to help identify professional development needs.				
9.3. Solicits input from others in the creation of individual professional development plans.				
9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.				
9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.				
Standard 9 Overall Rating for Summative Evaluation Form				
10: Demonstrates Implementation of Technology	Meets	Growth Needed	Does Not Meet	Discussed
10.1. Operates a multimedia computer and peripherals to install and use a variety of software.				
10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.				
10.3. Demonstrates knowledge of the use of technology in business, industry, and society.				
10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.				
10.6. Uses the computer to do word processing, create databases and spreadsheets access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.				
10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.				
10.9. Designs lessons that use technology to address diverse student needs and learning styles				
10.10. Practices equitable and legal use of computers and technology in professional activities.				
10.11. Facilitates the lifelong learning of self and others through the use of technology.				
10.12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.				
10.13. Applies research-based instructional practices that use computers and other technology.				
10.14. Uses computers and other technology for individual, small group, and large group learning activities.				
10.15. Uses technology to support multiple assessments of student learning.				
10.16. Instructs and supervises students in the ethical and legal use of technology.				
Standard 10 Overall Rating for Summative Evaluation Form				

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

**Addendum to Teacher Evaluation Standards & Forms
For
Librarian, Speech Therapist, & Guidance Counselor**

Evaluation Standards and Performance Criteria for Librarian

Part 1: Management And Administration Of The Library/Media Center

A. Recognizes the critical role of information retrieval in the future of education:

- A.1 Makes long range plans which guide the development of the Library/Media Center.
 - A.2 Encourages the use of new techniques.
-

B. Establishes and maintains an environment in which students and staff can work at productive levels.

- B.1 Develops and implements policies and procedures for the operation of the library/media center.
 - B.2 Uses initiative to promote the flexible use of the library/media center by individuals, small groups, and large groups for research, browsing, recreational reading, viewing, or listening.
 - B.3 Maintains the library/media center in a functional, attractive and orderly environment conducive to student learning.
 - B.4 Arranges and uses space and facilities in the library/media center to support the objectives of the instructional program, providing areas for various types of activities.
 - B.5 Communicates health and safety needs of the library/media center to the proper authorities.
 - B.6 Assumes responsibility for proper use and care of library/media center facilities, materials, and equipment.
-

C. Manages student behavior in a constructive manner:

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

D. Demonstrates competency in selection, acquisition, circulation, and maintenance of materials and equipment:

- D.1 Uses a District approved selection policy based on state guidelines.
 - D.2 Selects materials and equipment which support the curriculum and promote the school's educational philosophy.
 - D.3 Uses approved business procedures for ordering and receiving materials and equipment.
 - D.4 Classifies, catalogues, processes, and organizes for circulation the educational media and equipment according to professional standards established by AASL, state, and local sources.
 - D.5 Uses clearly stated circulation procedures.
 - D.6 Informs staff and students of new materials and equipment.
 - D.7 Establishes and/or follows procedures for maintenance and repair of media equipment.
 - D.8 Periodically weeds and re-evaluates the collection to assure a current, attractive, and well balanced collection.
 - D.9 Assists in production of materials as feasible.
-

E. Prepares statistical records and reports needed to administer the Library/Media Center:

- E.1 Maintains a current inventory of holdings to assure accurate records.
 - E.2 Prepares and submits to administrators such reports as are needed to promote short and long term goals of the Library/Media Center.
 - E.3 Prepares and submits reports to other officials as needed.
-

F. Trains and supervises Library/Media Center Personnel to perform duties efficiently.

- F.1 Trains and supervises clerks, aides student assistants, and/or adult volunteers in clerical tasks.
- F.2 Trains and supervises Library/Media Center Personnel to circulate materials and equipment.
- F.3 Trains and supervises Library/Media Center Personnel to assist students and staff in the use of the Library/Media Center.

G. Administers budgets according to needs and objectives of the Library/Media Center within administrative guidelines.

- G.1 Submits budget proposals based needs and objectives of the Library/Media Center.
- G.2 Plans expenditures of allocated funds to meet short and long term goals.
- G.3 Keeps accurate records of all disbursements for the Library/Media Center.

H. Evaluates Library/Media Center programs, services, facilities, and materials to assure optimum use:

- H.1 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis, identifying strengths and weaknesses.
- H.2 Periodically provides for evaluation of services by faculty and students.
- H.3 Develops plans for making changes based on evaluations.

I. Uses time effectively, efficiently, and professionally:

- I.1 Prioritizes demands on time to provide maximum support of Library/Media Center programs and services.
- I.2 Streamlines or eliminates time consuming or nonessential routines when possible, without lowering the quality of programs and services.

Standard 2: Instructional Process

A. Exercises leadership and serves as a catalyst in the instructional program.

- A.1 Serves as instructional resource consultant and media specialist to teachers and students.
- A.2 Uses an appropriate variety of media and teaching techniques in instructional situations.
- A.3 Provides leadership in using newer technologies for instruction.
- A.4 Provides inservice training and Library/Media Center orientation as needed.
- A.5 Plans and/or participates in special projects or proposals.
- A.6 Serves on committees with designing learning experiences for students, curriculum revision, or textbook adoption.
- A.7 Administers resource sharing, interlibrary loan and/or networking activities.

B. Plans and implements the Library/Media Center Program of library/media skills.

- B.1 Considers long range objectives when planning instruction appropriate to subject and grade levels.
- B.2 Develops sequential, short range objectives which facilitate progress toward defined long range objectives.
- B.3 Demonstrates knowledge of the general curriculum and observes recommended steps of teaching when in formal instructional situations.
- B.4 Plans with teachers to identify and implement the Library/Media Center skills curriculum within the classroom curriculum.
- B.5 Continually instructs students and staff, individually or in groups, in the use of the Library/Media Center Media and Equipment.
- B.6 Encourages independent use of the facility, collection and equipment by students and staff.
- B.7 Guides students and staff in selecting appropriate media from a wide range of learning alternatives.
- B.8 Guides and supervises students and staff in research activities and in the use of reference materials.
- B.9 Communicates effectively with students and staff.

C. Promotes the development of reading skills and reading appreciation:

- C.1 Conveys enthusiasm for books and reading.
- C.2 Develops activities and/or provides individual guidance to motivate reading.

Supports classroom teachers in their instructional units:

- D.1 Provides a wide variety of resources and supplementary materials.
- D.2 Assists in choosing and collecting appropriate materials.

-
- D.3 Cooperatively plans and teaches content appropriate to Library/Media Center objectives.
 - D.4 Cooperates with teachers in designing and implementing a functional study skills program.
-

F. Provides resources for professional growth of faculty and staff.

- E.1 Identifies and encourages use of materials from the Library/Media Center and Professional Library.
 - E.2 Informs staff of new materials, equipment, and research in which they have special interest.
 - E.3 Suggests resources outside of the Library/Media Center collections.
-

Standard 3: Interpersonal Relationships

A. Demonstrates positive interpersonal relationships with students:

- A.1 Interacts with students in a mutually respectful and friendly manner.
 - A.2 Strives to be an available personal resource for all students.
 - A.3 Protects each user's right to privacy and confidentiality in Library/Media Center use.
 - A.4 Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.
 - A.5 Gives constructive criticism and praise when appropriate.
-

B. Demonstrates positive interpersonal relationships with educational staff:

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

Demonstrates positive interpersonal relationships with parents/patrons:

- C.1 Provides a climate which encourages communication between the Library/Media Center and parents/patrons.
 - C.2 Cooperates with parents in the best interest of the students.
 - C.3 Supports and participates in parent/teacher activities.
 - C.4 Promotes patron involvement with the Library/Media Center.
 - C.5 Handles complaints and/or challenged materials in a firm but friendly manner.
 - C.6 Identifies community resource persons who may serve to bring the community into the educational process.
-

Standard 4: Professional Responsibilities

A. Participates in professional growth activities:

- A.1 Demonstrates commitment by a participation in professional activities (e.g., professional organizations, coursework, workshops, conferences).
 - A.2 Takes advantage of opportunities to learn from colleagues, students, parents, and community.
 - A.3 Keeps abreast of developments in Library Science and issues related to teaching.
-

B. Follows the policies and procedures of the District and School Council:

- B.1 Strives to stay informed about policies and regulations applicable to his/her position.
 - B.2 Seeks appropriate channels for resolving concerns/problems.
-

Demonstrates a sense of professional responsibility:

- C.1 Demonstrates a responsible attitude for student management throughout the entire building.
-

D. Performs duties in accordance with established job description

- D.1 Completes duties promptly, and accurately.**
- D.2 Exhibits professional attitude and demeanor when assigned additional duties and/or responsibilities.**
 - Performs other tasks and responsibilities as assigned by the Principal/Assistant Principal.**
 - Demonstrates Punctuality and good attendance in all duties.**
 - Upholds and models Kentucky School Code of Ethics.**

E. Demonstrates appropriate professional grooming and dress:

- E.1 Employees grooming and dress is appropriate.**

**LIBRARIAN
SUMMATIVE CONFERENCING FORM**

**ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL
PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION**

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

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School _____

Standards/Performance Criteria	Performance/Product/Portfolio			Professional Growth Activities Discussed
	(More than one rating can be checked)			
	Meets	Growth Needed	Does Not Meet	

I: Management And Administration Of The Library/Media Center

A. Recognizes the critical role of information retrieval in the future of education:

A.1 Makes long range plans which guide the development of the Library/Media Center.

A.2 Encourages the use of new techniques.

B. Establishes and maintains an environment in which students and staff can work at productive levels.

B.1 Develops and implements policies and procedures for the operation of the library/media center.

B.2 Uses initiative to promote the flexible use of the library/media center by individuals, small groups, and large groups for research, browsing, recreational reading, viewing, or listening.

B.3 Maintains the library/media center in a functional, attractive and orderly environment conducive to student learning.

B.4 Arranges and uses space and facilities in the library/media center to support the objectives of the instructional program, providing areas for various types of activities.

B.5 Communicates health and safety needs of the library/media center to the proper authorities.

Standards/Performance Criteria	Performance/Product/Portfolio			Professional Growth Activities Discussed
	(More than one rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
Assumes responsibility for proper use and care of library/media center facilities, materials, and equipment.				
C. Manages student behavior in a constructive manner:				
C.1 Promotes appropriate learner behavior.				
C.2 Encourages student self direction and responsibility for learning; maintains a productive balance between freedom and control.				
C.3 Exercises consistency in discipline policies.				
C.4 Corrects disruptive behavior constructively.				
D. Demonstrates competency in selection, acquisition, circulation, and maintenance of materials and equipment:				
D.1 Uses a District approved selection policy based on state guidelines.				
D.2 Selects materials and equipment which support the curriculum and promote the school's educational philosophy.				
D.3 Uses approved business procedures for ordering and receiving materials and equipment.				
D.4 Classifies, catalogues, processes, and organizes for circulation the educational media and equipment according to professional standards established by AASL, state, and local sources.				
D.5 Uses clearly stated circulation procedures.				
D.6 Informs staff and students of new materials and equipment.				
D.7 Establishes and/or follows procedures for maintenance and repair of media equipment.				
D.8 Periodically weeds and re-evaluates the collection to assure a current, attractive, and well balanced collection.				
D.9 Assists in production of materials as feasible.				
E. Prepares statistical records and reports needed to administer the Library/Media Center:				
E.1 Maintains a current inventory of holdings to assure accurate records.				

Standards/Performance Criteria	Performance/Product/Portfolio			Professional Growth Activities Discussed
	(More than one rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
E.2 Prepares and submits to administrators such reports as are needed to promote short and long term goals of the Library/Media Center.				
E.3 Prepares and submits reports to other officials as needed.				
F. Trains and supervises Library/Media Center Personnel to perform duties efficiently.				
F.1 Trains and supervises clerks, aides student assistants, and/or adult volunteers in clerical tasks.				
F.2 Trains and supervises Library/Media Center Personnel to circulate materials and equipment.				
F.3 Trains and supervises Library/Media Center Personnel to assist students and staff in the use of the Library/Media Center.				
G. Administers budgets according to needs and objectives of the Library/Media Center within administrative guidelines.				
G.1 Submits budget proposals based needs and objectives of the Library/Media Center.				
G.2 Plans expenditures of allocated funds to meet short and long term goals.				
G.3 Keeps accurate records of all disbursements for the Library/Media Center.				
H. Evaluates Library/Media Center programs, services, facilities, and materials to assure optimum use:				
H.1 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis, identifying strengths and weaknesses.				
H.2 Periodically provides for evaluation of services by faculty and students.				
H.3 Develops plans for making changes based on evaluations.				

Standards/Performance Criteria

Performance/Product/Portfolio

(More than one rating can be checked)

Meets Growth Needed Does Not Meet

**Professional Growth
Activities Discussed**

...es time effectively, efficiently, and professionally:

I.1 Prioritizes demands on time to provide maximum support of Library/Media Center programs and services.				
I.2 Streamlines or eliminates time consuming or nonessential routines when possible, without lowering the quality of programs and services.				
Overall rating for Summative Evaluation Form				

2: Instructional Process

A. Exercises leadership and serves as a catalyst in the instructional program.

A.1 Serves as instructional resource consultant and media specialist to teachers and students.				
A.2 Uses an appropriate variety of media and teaching techniques in instructional situations.				
A.3 Provides leadership in using newer technologies for instruction.				
A.4 Provides inservice training and Library/Media Center orientation as needed.				
A.5 Plans and/or participates in special projects or proposals.				
A.6 Serves on committees with designing learning experiences for students, curriculum revision, or textbook adoption.				
A.7 Administers resource sharing, interlibrary loan and/or networking activities.				

B. Plans and implements the Library/Media Center Program of library/media skills.

B.1 Considers long range objectives when planning instruction appropriate to subject and grade levels.				
B.2 Develops sequential, short range objectives which facilitate progress toward defined long range objectives.				
B.3 Demonstrates knowledge of the general curriculum and observes recommended steps of teaching when in formal instructional situations.				

Standards/Performance Criteria

Performance/Product/Portfolio

(More than one rating can be checked)

**Professional Growth
Activities Discussed**

Meets Growth Needed Does Not Meet

<p>B.4 Plans with teachers to identify and implement the Library/Media Center skills curriculum within the classroom curriculum.</p>				
<p>B.5 Continually instructs students and staff, individually or in groups, in the use of the Library/Media Center Media and Equipment.</p>				
<p>B.6 Encourages independent use of the facility, collection and equipment by students and staff.</p>				
<p>B.7 Guides students and staff in selecting appropriate media from a wide range of learning alternatives.</p>				
<p>B.8 Guides and supervises students and staff in research activities and in the use of reference materials.</p>				
<p>B.9 Communicates effectively with students and staff.</p>				
<p>Promotes the development of reading skills and reading appreciation:</p>				
<p>C.1 Conveys enthusiasm for books and reading.</p>				
<p>C.2 Develops activities and/or provides individual guidance to motivate reading.</p>				
<p>D. Supports classroom teachers in their instructional units:</p>				
<p>D.1 Provides a wide variety of resources and supplementary materials.</p>				
<p>D.2 Assists in choosing and collecting appropriate materials.</p>				
<p>D.3 Cooperatively plans and teaches content appropriate to Library/Media Center objectives.</p>				
<p>D.4 Cooperates with teachers in designing and implementing a functional study skills program.</p>				
<p>Provides resources for professional growth of faculty and staff.</p>				
<p>E.1 Identifies and encourages use of materials from the Library/Media Center and Professional Library.</p>				

Standards/Performance Criteria

Performance/Product/Portfolio

(More than one rating can be checked)

**Professional Growth
Activities Discussed**

Meets Growth Needed Does Not Meet

E.2 Informs staff of new materials, equipment, and research in which they have special interest.				
E.3 Suggests resources outside of the Library/Media Center collections.				
Overall rating for Summative evaluation Form				

3: Interpersonal Relationships

A. Demonstrates positive interpersonal relationships with students:

A.1 Interacts with students in a mutually respectful and friendly manner.				
A.2 Strives to be an available personal resource for all students.				
A.3 Protects each user's right to privacy and confidentiality in Library/Media Center use.				
A.4 Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.				
5 Gives constructive criticism and praise when appropriate.				

B. Demonstrates positive interpersonal relationships with educational staff:

B.1 Initiates interaction with colleagues in planning instructional activities for students.				
B.2 Shares ideas, materials, and methods with other teachers and staff.				
B.3 Makes appropriate use of support staff.				
B.4 Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible.				
B.5 Informs administrators and/or appropriate personnel of school related matters.				

C. Demonstrates positive interpersonal relationships with parents/patrons:

C.1 Provides a climate which encourages communication between the Library/Media Center and parents/patrons.				
C.2 Cooperates with parents in the best interest of the students.				

Standards/Performance Criteria

Performance/Product/Portfolio

(More than one rating can be checked)

**Professional Growth
Activities Discussed**

	Meets	Growth Needed	Does Not Meet	
C.3 Supports and participates in parent/teacher activities.				
C.4 Promotes patron involvement with the Library/Media Center.				
C.5 Handles complaints and/or challenged materials in a firm but friendly manner.				
C.6 Identifies community resource persons who may serve to bring the community into the educational process.				
Overall rating for Summative Evaluation Form				

4: Professional Responsibilities

A. Participates in professional growth activities:

A.1 Demonstrates commitment by a participation in professional activities (e.g., professional organizations, coursework, workshops, conferences).				
Takes advantage of opportunities to learn from colleagues, students, parents, and community.				
A.3 Keeps abreast of developments in Library Science and issues related to teaching.				

B. Follows the policies and procedures of the District and School Council:

B.1 Strives to stay informed about policies and regulations applicable to his/her position.				
B.2 Seeks appropriate channels for resolving concerns/problems.				

C. Demonstrates a sense of professional responsibility:

C.1 Demonstrates a responsible attitude for student management throughout the entire building.				
--	--	--	--	--

D. Performs duties in accordance with established job description

D.1 Completes duties promptly, and accurately.				
D.2 Exhibits professional attitude and demeanor when assigned additional duties and/or responsibilities.				

Standards/Performance Criteria

Performance/Product/Portfolio

(More than one rating can be checked)

**Professional Growth
Activities Discussed**

Meets Growth Needed Does Not Meet

	Meets	Growth Needed	Does Not Meet	
D.3 Performs other tasks and responsibilities as assigned by the Principal/Assistant Principal.				
D.4 Demonstrates Punctuality.				
D.5 Upholds and models Kentucky School Code of Ethics.				
E. Demonstrates appropriate professional grooming and dress:				
E.1 Employees grooming and dress is appropriate.				
Overall rating for Summative Evaluation Form				

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

- 1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___ 8. ___ 9. ___ 10. ___ 11. ___ 12. ___ 13. ___ 14. ___
- 15. ___ 16. ___ 17. ___ 18. ___ 19. ___ 20. ___ 21. ___ 22. ___

Evaluatee's Comments: _____

Evaluator's Comments: _____

To Be Signed after all information above has been completed and discussed:

Evaluatee	<input type="checkbox"/> Agree with this summative evaluation <input type="checkbox"/> Disagree with this summative evaluation	_____ Signature	_____ Date
Evaluator		_____ Signature	_____ Date

Opportunities for appeal processes at both the local and state levels are a part of Lee County Schools District Evaluation Plan.

Employment Recommendation to Central Office

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

Certified employees must make their appeals to this summative evaluation with the time frames, mandated in 704KAR 3:345 Sections 7,8,9, and the local district plan.

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

Evaluation Standards and Performance Criteria for Speech Therapist

Standard 1: Implements Assessment Procedures:

- A. Assists and guides teachers through the referral process.
- B. Provides screening to identify need for further assessment.
- C. Maintains ongoing records of referred, screened, and eligible students.
- D. Follows timelines from initial referral to placement.
- E. Completes all forms as required before placement and re-evaluation.
- F. Compiles case history as needed.
- G. Assists in referrals to agencies.

Standard 2: Demonstrates A Readiness To Teach:

- A. Selects appropriate student objectives as dictated by ARC and IEP.
- B. Selects appropriate learning experiences.
- C. Uses time effectively.
- D. Prepares instruction on the basis of individual needs.
- E. Schedules caseload in an efficient and cooperative manner.
- F. Demonstrates understanding and acceptance of different racial ethnic cultural and religious groups.

Standard 3: Demonstrates A Proficiently Managed Environment:

- A. Arranges setting to support learner activities.
- B. Provides for a safe and orderly environment.
- C. Uses classroom procedures that are clear and easily managed.
- D. Uses classroom procedures that permit independent and interdependent learning.

Standard 4: Demonstrates Proficiency In Managing Student Behavior:

- A. Establishes and clearly communicates expectations.
- B. Reinforces acceptable student behavior.
- C. Uses appropriate consequences for altering unacceptable student behavior.
- D. Monitors student behavior.
- E. Holds each student accountable for his/her own behavior.
- F. Creates a climate in which students display initiative and accept responsibility for learning and conduct.
- G. Demonstrates fairness and consistency in enforcing behavior expectations.
- H. Manages disruptive behavior constructively while maintaining instructional momentum.

Standard 5: Integrates The Curriculum So That Students Can Make Connection Between Knowledge & Experiences:

- A. Implements therapy related to classroom curriculum when possible.
- B. Designs and implements themes of interest to students.
- C. Provides for critical differences of students in curriculum and instruction planning and implementation.
- D. Uses student performance to evaluate growth.

Standard 6: Teaches The Skills Necessary For Students To Become Productive Members Of Various Groups:

- A. Teaches the skills needed for interdependence to work effectively in groups (taking turns and respecting views of Others. Teaches skills for group communication listening, speaking)

Standard 7: Uses a Variety Of Effective Teaching Techniques, Equipment, Media, And Materials:

- A. Uses cooperative learning strategies, when appropriate.
- B. Provides multi-activities (e.g. learning centers, technology).
- C. Selects teaching techniques that match the readiness of students to learn.
- D. Provides for independent and interdependent learning.
- E. Maintains a schedule that assures students will experience success.
- F. Uses a variety of questioning techniques (e.g. signal, sample, redirection, individual or private response, prompting, clarification, refocusing, pausing after asking a question, etc.)
- G. Demonstrates knowledge about technology in the speech environment.
- H. Incorporates use of technology in the speech environment.
- I. Uses community resources to enhance instructions.

Standard 8: Uses Teaching Strategies That Increase Student Motivation:

- A. Is knowledge of Total Communication Approach.
- B. Provides all students with the opportunity for successful experiences.
- C. Demonstrates high expectations.
- D. Demonstrates a high level of concern for student success.
- E. Communicates a positive classroom climate of mutual respect.
- F. Promotes interest through personalizing instruction and novel approaches.
- G. Provides knowledge of results that are meaningful and timely.
- H. Provides specific feedback.
- I. Demonstrates a caring attitude.
- J. Demonstrates consistent communications with parent/guardian.

Standard 9: Reports To Parent/Guardian On The Basis Of The Results Of Student Progress Assessment:

- A. Prepares paperwork in advance and has necessary forms available for parent conferences.
- B. Uses narrative methods of reporting student progress when appropriate.
- C. Shows actual expectations met by student.
- D. Conducts conferences with parent/guardian.
- E. Reports so that students are not compared to other students.
- F. Maintains ongoing communication with parent/guardian.
- G. Provides information regarding agencies/programs available within the community as needed.

Standard 10: Collaborates With Teachers And Staff:

- A. Plans with classroom teachers and staff to implement therapy.
- B. Cooperatively develops IEP goals and objectives with Special Education teachers who have students with speech services.
- C. Serves as a consultant on topics regarding speech/language development.
- D. Assists in proper referrals of individual to agencies and specialists in the community as appropriate.
- E. Maintains appropriate Due Process and Medicaid records.

Standard 11: Meets Professional Standards:

- A. Assumes responsibility for requisitioning and maintaining needed equipment and materials, as provided by the Board.
- B. Meets assigned time frames.
- C. Serves on committees.
- D. Fulfills out-of-class obligations/duties.
- E. Maintains confidentiality regarding students.
- F. Shows positive working relationship with faculty and staff.

- G. Follows proper channels to address issues and problems.**
- H. Shows proper regard toward students.**
- I. Demonstrates good judgment in decision making.**
- J. Seeks further education/training.**
- K. Participates in workshops, seminars, and other professional growth opportunities.**
- L. Belongs to professional organizations.**
- M. Establishes a pattern of dependability by being punctual and having regular attendance.**
- N. Upholds and models Kentucky School Code of Ethics.**
- O. Demonstrates appropriate professional grooming and dress.**
- P. Performance is consistent with school and community goals and administrative regulations.**

**SPEECH
SUMMATIVE CONFERENCING FORM**

**ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL
PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION**

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

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School _____

Performance/Product/Portfolio
(More than one rating can be checked)

Standards/Performance Criteria

Professional Growth
Activities Discussed

	Meets	Growth Needed	Does Not Meet	
1: Implements Assessment Procedures:				
A. Assists and guides teachers through the referral process.				
B. Provides screening to identify need for further assessment.				
C. Maintains ongoing records of referred, screened, and eligible students.				
D. Follows timelines from initial referral to placement.				
E. Completes all forms as required Before placement and re-evaluation.				
F. Compiles case history as needed.				
G. Assists in referrals to agencies.				
Overall rating for Summative Evaluation Form:				
2: Demonstrates A Readiness To Teach:				
A. Selects appropriate student objectives as dictated by ARC and IEP.				
B. Selects appropriate learning experiences.				
C. Uses time effectively.				
D. Prepares instruction on the basis of Individual needs.				
E. Schedules caseload in an efficient and cooperative manner.				
F. Demonstrates understanding and acceptance of different racial ethnic cultural and religious groups.				
Overall rating for Summative Evaluation Form:				

Performance/Product/Portfolio

Standards/Performance Criteria

(More than one rating can be checked)

**Professional Growth
Activities Discussed**

	Meets	Growth Needed	Does Not Meet	
3: Demonstrates a Proficiently Managed Environment:				
A. Arranges setting to support learner activities.				
B. Provides for a safe and orderly environment.				
C. Uses classroom procedures that are clear and easily managed.				
D. Uses classroom procedures that permit independent and interdependent learning.				
Overall rating for Summative Evaluation Form:				
4: Demonstrates Proficiency In Managing Student Behavior:				
A. Establishes and clearly communicates expectations.				
B. Reinforces acceptable student behavior.				
C. Uses appropriate consequences for altering unacceptable student behavior.				
D. Monitors student behavior.				
E. Hold each student accountable for his/her own behavior.				
F. Creates a climate in which student display initiative and accept responsibility for learning and conduct.				
G. Demonstrates fairness and consistency in enforcing behavior expectations.				
H. Manages disruptive behavior constructively while maintaining instructional momentum.				
Overall rating for Summative Evaluation Form:				
5: Integrates The Curriculum So That Students Can Make Connection Between Knowledge & Experiences.				
A. Implements therapy to classroom curriculum when possible.				
B. Designs and implements themes of interest to students.				
C. Provides for critical differences of students in curriculum and instruction planning and implementation.				
D. Uses student performance to evaluate growth.				
Overall rating for Summative Evaluation Form:				

Standards/Performance Criteria

Performance/Product/Portfolio

(More than one rating can be checked)

**Professional Growth
Activities Discussed**

	Meets	Growth Needed	Does Not Meet	
6: Teaches The Skills Necessary For Students To Become Productive Members of Various Groups:				
A. Teaches the skills needed for interdependence to work effectively in groups (taking turns and respecting views of others. Teaches skills for group communication listening, speaking)				
Overall rating for Summative Evaluation Form:				
7: Uses A Variety Of Effective Teaching Techniques, Equipment, Media, And Materials:				
A. Uses cooperative learning strategies, when appropriate.				
B. Provides multi-activities (e.g. learning centers, technology)				
C. Selects teaching techniques that match the readiness of students to learn.				
D. Provides for independent and interdependent learning.				
E. Maintains a schedule that assures students will experience success.				
F. Uses a variety of questioning techniques (e.g. signal, sample, redirection, individual or private response, prompting, clarification, refocusing, pausing after asking a question, etc.).				
G. Demonstrates knowledge about technology in the speech environment.				
H. Incorporates use of technology into instructional plan, when possible.				
I. Uses community resources to enhance instruction.				
Overall rating for Summative Evaluation Form:				
8: Uses Teaching Strategies That Increase Student Motivation:				
A. Is knowledgeable of Total Communication Approach.				

Standards/Performance Criteria

Performance/Product/Portfolio
(More than one rating can be checked)

**Professional Growth
Activities Discussed**

	Meets	Growth Needed	Does Not Meet	
B. Provides all students with the opportunity for successful experiences.				
C. Demonstrates high expectations.				
D. Demonstrates high level of concern for student success.				
E. Communicates a positive classroom climate of mutual respect.				
F. Promotes interest through personalizing instruction and novel approaches.				
G. Provides knowledge of results that are meaningful and timely.				
H. Provides specific feedback.				
I. Demonstrates a caring attitude.				
J. Demonstrates consistent communication with parent/guardian.				
Overall rating for Summative Evaluation Form:				
9: Reports To Parent/Guardian On The Basis Of The Results Of Student Progress Assessment:				
A. Prepares paperwork in advance and has necessary forms available for parent conferences.				
B. Uses narrative methods of reporting student progress when appropriate.				
C. Shows actual expectations met by student.				
D. Conducts conferences with parent/guardian.				
E. Reports so that students are not compared to other students.				
F. Maintains ongoing communication with parent/guardian.				
G. Provides information regarding agencies/programs available within the community as needed.				
Overall rating for Summative Evaluation Form:				
10: Collaborates With Teachers And Staff:				
A. Plans with classroom teachers and staff to implement therapy.				
B. Cooperatively develops IEP goals and objectives with special education teachers who have students with speech services.				

Performance/Product/Portfolio

Standards/Performance Criteria

(More than one rating can be checked)

Professional Growth
Activities Discussed

	Meets	Growth Needed	Does Not Meet	
C. Serves as a consultant on topics regarding speech/language development.				
D. Assists in proper referrals of individual to agencies and specialists in the community as appropriate.				
E. Maintains appropriate Due Process and Medicaid records.				
Overall rating for Summative Evaluation Form:				
11: Meets Professional Standards:				
A. Assumes responsibility for requisitioning and maintaining needed equipment and materials, as provided by the Board.				
B. Meets assigned time frames.				
C. Serves on committees.				
D. Fulfills out-of-class obligations/duties.				
E. Maintains confidentiality regarding students.				
F. Shows positive working relationship with faculty and staff.				
G. Follows proper channels to address issues and problems.				
H. Shows proper regard toward students.				
I. Demonstrates good judgement in decision making.				
J. Seeks further education/training.				
K. Participates in workshops, seminars, and other professional growth opportunities.				
L. Belongs to professional organizations				
M. Establishes a pattern of dependability by being punctual and having regular attendance.				
N. Upholds and models Kentucky School Code of Ethics.				
O. Demonstrates appropriate professional grooming and dress.				
P. Performance is consistent with school and community goals and administrative regulations.				
Overall rating for Summative Evaluation Form:				

Tenured _____
 Non-Tenured _____

SUMMATIVE EVALUATION FOR SPEECH THERAPIST

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conference, and other documentation.)

Evaluatee _____ Grade/Content Area _____

Evaluator _____ Position _____

School _____

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

<u>Teacher Standards:</u>	<u>Ratings</u>	<u>Meets</u>	<u>*Does Not Meet</u>
1. Implements Assessment Procedures		_____	_____
2. Demonstrates A Readiness To Teach		_____	_____
3. Demonstrates A Proficiently Managed Environment		_____	_____
4. Demonstrates Proficiency In Managing Student Behavior		_____	_____
5. Integrates The Curriculum So That Students Can Make Connection Between Knowledge And Experiences		_____	_____
6. Teaches The Skills Necessary For Students To Become Productive Members Of Various Groups		_____	_____
7. Uses A Variety Of Effective Teaching Techniques, Equipment, Media And Materials		_____	_____
8. Uses Teaching Strategies That Increase Student Motivation		_____	_____
9. Reports To Parent/Guardian On The Basis Of The Results Of Student Progress Assessment		_____	_____
10. Collaborates With Teachers And Staff		_____	_____
11. Meets Professional Standards		_____	_____
	Overall Rating	_____	_____

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

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ 11. _____

Evaluatee's Comments: _____

Evaluator's Comments: _____

Evaluation Standards and Performance Criteria for Guidance Counselor

Standard 1: Guidance And Counseling Process

A. Creates a climate conducive to counseling:

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

B. Employs a variety of effective guidance and counseling procedures:

- B.1 Counsels with students individually.
- B.2 Counsels with students in small groups.
- B.3 Conducts class/large group sessions on appropriate topics.
- B.4 Consults with parents and staff.
- B.5 Provides inservice workshops for interested staff and parents.

C. Provides for individual differences effectively:

- C.1 Responds positively to student's requests for help.
- C.2 Provides developmental activities emphasizing positive mental health.
- C.3 Communicates with students in a manner appropriate to age and level of understanding.
- C.4 Uses and interprets cumulative data to assist students.
- C.5 Assists in appropriate educational planning and placement with individual students.
- C.6 Systematically contacts students who need assistance.

D. Displays competent knowledge of guidance and counseling:

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

E. Uses guidance and counseling time effectively:

- E.1 Allots a realistic amount of time for specified guidance activities.
- E.2 Is available to student at appointed times.
- E.3 Begins activities on time.
- E.4 Uses time effectively for each designated activity.

F. Implements guidance programs effectively:

- F.1 Implements activities related to career exploration and planning.
- F.2 Provides activities to assist with education planning.
- F.3 Provides opportunities to enhance knowledge of self and others.
- F.4 Implements additional activities which meet the program objectives.
- F.5 Provides and implements testing program when appropriate.

G. Demonstrates the ability to communicate effectively with students:

- G.1 Uses correct oral and written communication.
- G.2 Uses appropriate vocabulary.

- G.3 Presents ideas logically.
- G.4 Gives directions that are clear, concise, and reasonable.
- G.5 Uses a variety of verbal and nonverbal techniques.
- G.6 Elicits and responds to questions.
- G.7 Summarizes effectively.

Standard 2: Guidance Program Management

A. Organizes a systematic, development guidance program:

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

B. Develops a structure for implementing the guidance program.

- B.1 Maintains an annual schedule of guidance events as well as daily activity schedule.
- B.2 Establishes a referral process for counseling services and disseminates the procedure to staff and students.
- B.3 Coordinate and maintains a file of pupil guidance information including cumulative data, referrals, plans, and goals.
- B.4 Provides resources and guidance materials to meet program goals.
- B.5 Keeps an up-to-date listing of referral sources available outside of the school system.
- B.6 Maintains an attractive and accessible office environment.
- B.7 Provides informative materials or activities designed to enhance the image of the guidance program.

Standard 3: Interpersonal Relationships

A. Demonstrates positive interpersonal relationships with students.

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

B. Demonstrates positive interpersonal relationships with educational staff.

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

C. Demonstrates positive interpersonal relationships with parents/patrons:

- C.1 Cooperates with parents in the best interest of the students.
- C.2 Provides a climate which opens up communication between counselor and parent.
- C.3 Supports and participates in parent/teacher activities.

- C.4 Promotes patron involvement with school.
- C.5 Initiates communication with parents when appropriate.

Standard 4: Professional Responsibilities

A. Participates in professional growth activities.

- A.1 Demonstrates commitment by a participation in professional activities (e.g., professional organizations, coursework, workshops, conference). Use a variety of resources, including technology, effectively.
- A.2 Takes advantage of opportunities to learn from colleagues, students, parents, and community.
- A.3 Keeps abreast of developments in the counseling profession.

B. Follows the policies and procedures of the District and School Council:

- B.1 Strives to stay informed about policies and regulations applicable to his/her position.
- B.2 Seeks appropriate channels for resolving concerns/problems.

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

- C.1 Assumes necessary noncounseling responsibilities.
- C.2 Exercises responsibility for student management throughout the entire building.

D. Demonstrates a sense of professional responsibility:

- D.1 Completes duties promptly and accurately.
- D.2 Is punctual - arrives and departs from school at appointed times.
- D.3 Provides accurate data to the school and District as requested for management purposes.
- D.4 Performs duties in accordance with established job description.
- D.5 Demonstrates a professional image throughout the District.
- D.6 Performs other tasks and responsibilities as assigned by the Principal and/or Assistant Principal.

E. Demonstrates appropriate professional grooming and dress:

- E.1 Employees grooming and dress is appropriate and serves as a model for other staff.

F. Upholds and models Kentucky Schools Code of Ethics.

G. Fulfills responsibilities related to School Based Admissions and Release Committee (SBARC):

- G.1 Serves as a chairperson, attends and conducts all scheduled School Based Admissions and Release Committee (SBARC) Meetings in the absence of the Principal/Assistant Principal
- G.2 Schedules necessary School Based Admissions and Release Committee (SBARC) Meetings and assigns necessary personnel to attend in the absence of the Principal/Assistant Principal.
- G.3 Maintains current knowledge of all related laws and regulations concerning Special Education and Section 504 issues.

**GUIDANCE COUNSELOR
SUMMATIVE CONFERENCING FORM**

**ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL
PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION**

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

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School _____

Performance/Product/Portfolio
(More than one rating can be checked)

Standards/Performance Criteria

Professional Growth
Activities Discussed

	Meets	Growth Needed	Does Not Meet	
1: Guidance And Counseling Process				
A. Creates a climate conducive to counseling:				
A.1 Displays nonjudgemental and accepting attitude.				
A.2 Shows respect for others through active listening.				
A.3 Maintains the confidentiality of student interviews.				
A.4 Provides opportunities for students to explore problems and weigh alternatives in decision making.				
A.5 Encourages students to set goals and assume responsibility for meeting them.				
B. Employs a variety of effective guidance and counseling procedures.				
B.1 Counsels with students individually.				
B.2 Counsels with students in small groups.				
B.3 Conducts class/large group sessions on appropriate topics.				
B.4 Consults with parents and staff.				
B.5 Provides inservice workshops for interested staff and parents.				
C. Provides for individual differences effectively:				
C.1 Responds positively to student's requests for help.				
C.2 Provides developmental activities emphasizing positive mental health.				
C.3 Communicates with students in a manner appropriate to age and level of understanding.				

Standards/Performance Criteria **Performance/Product/Portfolio**
 (More than one rating can be checked)

**Professional Growth
 Activities Discussed**

	Meets	Growth Needed	Does Not Meet	
C.4 Uses and interprets cumulative data to assist students.				
C.5 Assists in appropriate educational planning and placement with individual students.				
C.6 Systematically contacts students who need assistance.				
D. Displays competent knowledge of guidance and counseling:				
D.1 Demonstrates knowledge of child/adolescent growth and development.				
D.2 Selects and administers appropriate test instruments and uses results appropriately.				
D.3 Displays knowledge of environmental factors and situations which effect student's behavior and development.				
D.4 Selects and uses guidance materials appropriate for the abilities and interests of students.				
D.5 Communicates knowledge of methods and techniques used to change student behavior.				
E. Uses guidance and counseling time effectively:				
E.1 Allots realistic amount of time for specified guidance activities.				
E.2 Is available to students at appointed time.				
E.3 Begins activities on time.				
E.4 Uses time effectively for each designated activity.				
F. Implements guidance program effectively:				
F.1 Implements activities related to career exploration and planning.				
F.2 Provides activities to assist with educational planning.				
F.3 Provides opportunities to enhance knowledge of self and others.				
F.4 Implements additional activities which meet the program objectives.				
F.5 Provides and implements testing program when appropriate.				

Standards/Performance Criteria

Performance/Product/Portfolio
(More than one rating can be checked)Professional Growth
Activities Discussed

	Meets	Growth Needed	Does Not Meet	
G. Demonstrates the ability to communicate effectively with students:				
G.1 Uses correct and oral and written communication.				
G.2 Uses appropriate vocabulary.				
G.3 Presents ideas logically.				
G.4 Gives directions that are clear, concise and reasonable.				
G.5 Uses a variety of verbal and nonverbal techniques.				
G.6 Elicits and responds to questions.				
G.7 Summarizes effectively.				
Overall rating for Summative Evaluation Form:				
2: Guidance Program Management				
A. Organizes a systematic, developmental guidance program:				
A.1 Uses formal and informal methods to assess student records.				
A.2 Sets priorities for the guidance and counseling program based on student needs.				
A.3 Develops goals and objectives for a comprehensive guidance program.				
A.4 Determines desired outcomes based on program goals and objectives.				
A.5 Develops a sequence of guidance program activities to meet stated goals and objectives.				
A.6 Communicates information concerning the objectives of the guidance program to students, staff, and others.				
A.7 Designs and implements a system for the evaluation of the guidance program.				
B. Develops a structure for implementing the guidance program:				
B.1 Maintains an annual schedule of guidance events as well as a daily activity schedule.				
B.2 Establishes a referral process for counseling services and disseminates the procedure to staff and students.				
B.3 Coordinates and maintains a file of pupil guidance information including cumulative data, referrals, plans, and goals.				
B.4 Provides resources and guidance materials to meet program goals.				

	Performance/Product/Portfolio	
Standards/Performance Criteria	(More than one rating can be checked)	Professional Growth Activities Discussed

	Meets	Growth Needed	Does Not Meet	
B.5 Keeps an up-to-date listing of referral sources available outside of the school system.				
B.6 Maintains an attractive and accessible office environment.				
B.7 Provides informative materials or activities designed to enhance the image of the guidance program.				
Overall rating for Summative Evaluation Form:				
3. Interpersonal Relationships				
A. Demonstrates positive interpersonal relationships with students.				
A.1 Promotes positive self-image in students.				
A.2 Promotes student's self-control.				
A.3 Makes an effort to know each student as an individual.				
A.4 Interacts with students in a mutually respectful and friendly manner.				
A.5 Gives constructive criticism and praise when appropriate.				
A.6 Is reasonably available to all students.				
A.7 Acknowledge the rights of others to hold differing views or values.				
A.8 Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.				
A.9 Uses discretion in handling confidential information and difficult situations.				
B. Demonstrates positive interpersonal relationships with educational staff:				
B.1 Works cooperatively with colleagues in planning counseling activities.				
B.2 Shares ideas, materials, and methods with other staff members.				
B.3 Makes appropriate use of support staff.				
B.4 Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible.				

Standards/Performance Criteria

Performance/Product/Portfolio
(More than one rating can be checked)

**Professional Growth
Activities Discussed**

	Meets	Growth Needed	Does Not Meet	
B.5 Informs administrators and/or appropriate personnel of school related matters.				
C. Demonstrates positive interpersonal relationships with parents/patrons:				
C.1 Cooperates with parents in the best interest of the students.				
C.2 Provides a climate which opens up communication between counselor and parent.				
C.3 Supports and participates in parent/teacher activities.				
C.4 Promotes patron involvement with school.				
C.5 Initiates communication with parents when appropriate.				
Overall rating for Summative Evaluation Form				
4: Professional Responsibilities				
A. Participates in professional growth activities:				
A.1 Demonstrates commitment by a participation in professional activities (e.g., professional organizations, coursework, workshops, conferences). Use a variety of resources including technology, effectively.				
A.2 Takes advantage of opportunities to learn from colleagues, students, parents, and community.				
A.3 Keeps abreast of developments in the counseling profession.				
B. Follows the policies and procedures of the District and School Council:				
B.1 Strives to stay informed about policies and regulations applicable to his/her position.				
B.2 Seeks appropriate channels for resolving concerns/problems.				
C. Assumes responsibilities outside the counseling center as they relate to the school:				
C.1 Assumes necessary noncounseling responsibilities.				
C.2 Exercises responsibility for student management throughout the entire building.				

Standards/Performance Criteria

Performance/Product/Portfolio
(More than one rating can be checked)

**Professional Growth
Activities Discussed**

	Meets	Growth Needed	Does Not Meet	
D. Demonstrates a sense of professional responsibility:				
D.1 Completes duties promptly and accurately.				
D.2 Is punctual arrives and departs from school at appointed times.				
D.3 Provides accurate data to the school and District as requested for management purposes.				
D.4 Performs duties in accordance with established job description.				
D.5 Demonstrates a professional image throughout the district.				
D.6 Performs other tasks and responsibilities as assigned by the Principal and/or Assistant Principal.				
E. Demonstrates appropriate professional grooming and dress:				
E.1 Employees grooming and dress is appropriate and serves as a model for other school staff.				
E.2 Upholds and models Kentucky School Code of Ethics.				
F. Upholds and models Kentucky School Code of Ethics				
G. Fulfills responsibilities related to School Based Admissions and Release Committee (SBARC):				
G.1 Serves as a chairperson, attends and conducts all scheduled School Based Admissions and Release Committee (SBARC) Meetings in the absence of the Principal/Assistant Principal.				
G.2 Schedules necessary School Based Admissions and Release Committee (SBARC) Meetings and assigns necessary personnel to attend in the absence of the Principal/Assistant Principal.				
G.3 Maintains current knowledge of all related laws and regulations concerning Special Education and Section 504 issues.				
Overall rating for Summative Evaluation Form				

Individual Professional Growth Plan

Individual Corrective Action Plan

Reaction Form

Instructions for Completing the Individual Professional Growth Plan

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

Identified School/District Improvement Plan Goal and/or Objective

(704 KAR 3:345 Section 4 (2) (c) states, "The evaluation system shall include 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 and shall be reviewed annually.

Does your growth plan goal(s) align with one of the school/district improvement goals or objectives?

Present Professional Development (PD) Stage

(Select one of the following PD stages that matches your personal stage of growth.)

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

Is your growth plan individualized to meet the particular level or stage of present professional development?

Growth Goal(s) and Objective(s)

Identify the specific goal(s) and objective(s) that you plan to develop. For example: If increasing the percentage of students scoring in the proficient level in mathematics is a school improvement goal, an individualized growth plan might be to incorporate measurable performance-based assessment items in mathematics lessons, or to utilize computer software/technologies in mathematics instruction. It is also appropriate to review your summative evaluation for any identified professional growth needs.

Does your growth plan meet your individualized goal(s) and objectives(s)?

Procedures and Activities

List the specific activities you plan to do in order to meet your goal(s) and objective(s). For example: attending specific staff development workshops; soliciting input from peer/colleague; enrolling in a seminar; collaborating with other support personnel, etc.

How will participation in the identified activities assist you in accomplishing your identified goal(s) and objectives?

Additional Support

List additional personnel who may be involved in any aspect of plan's accomplishment. For example: John Doe, Principal; Jane Doe, mentor; I.M. Great, resource teacher

Expected Impact

Describe the Expected Impact in terms of improved student performance, change in teacher practice, or completion of finished product.

Target Dates for Completion/Review

Identify the date that you plan to accomplish/review your individualized goal(s) and objective(s).

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.):

Present Professional Development Stage	Goal(s)	Objective(s)	Procedures and Activities	Additional Support	Expected Impact	Target Dates for Completion or Review

Employee's Comments:

Supervisor's Comments:

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

Instructions for Completing the Individual Corrective Action Plan

This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or "does-not-meet rating" on any one Standard or more from the Summative Evaluation. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the standard. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. Standard No.

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

2. Present Professional Development Stage

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

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

3. Growth/Objective(s) Goals

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

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

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

5. Appraisal Method and Target Dates

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

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

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

Stages of Development Related to Outcomes and Professional Development

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

***Professional Growth Plan Stages:**

O=Orientation/Awareness A=Preparation/Application I=Implementation/Management

The Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet" rating(s) on the Summative Evaluation or at anytime an immediate change is required in teacher behavior.

INDIVIDUAL CORRECTIVE ACTION PLAN
for

Date _____ Work Site _____

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

Evaluatee's Comments:

Evaluator's Comments:

Individual Corrective Action Plan Developed:	STATUS: Achieved Revised Continued
_____ (Evaluatee's Signature) (Date)	_____ (Evaluatee's Signature) (Date)
_____ (Evaluator's Signature) (Date)	_____ (Evaluator's Signature) (Date)

***Professional Growth Plan Stages:**

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

LEE COUNTY SCHOOLS
CERTIFIED EVALUATION

TEACHER REACTION FORM
(OPTIONAL)

EVALUATEE _____ EVALUATION CYCLE _____
EVALUATOR _____ BEGINNING DATE _____
SCHOOL _____ ENDING DATE _____

COMMENTS:

I am reacting to the evaluation results recorded in the formative/summative report dated _____

Evaluatee Signature

Date

(Attach this form to the appropriate report)

Received By

Date

Evaluation Appeals Process & Forms

EVALUATION APPEALS PROCESS

(704 KAR 3:345 – Evaluation Guidelines)

- Section 7 (1)** • Right to a hearing as to every appeal; and
- Section 7 (2)** • Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and
- Section 7 (3)** • Right to presence of evaluatee's chosen representative.
- Section 8 (1)** • The local board of education shall annually review as needed the evaluation plan to ensure compliance with KRS 156.557 and these administrative regulations.
- Section 8 (2)** • If substantive change is made to the evaluation plan, the local board of education shall utilize the evaluation committee ... in formulating the revisions.
- Section 8 (3)** • Examples of substantive change shall include a change in:
(a) Cycle;
(b) Observation frequency;
(c) Forms; or
(d) An appeal procedure.
- Section 8 (4)** • Revisions to the plan shall be reviewed and approved the local board of education and submitted to the Kentucky Department of Education for approval.
- Section 9 (1)** • Any certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.
- Section 9 (2)** • The appeal procedures shall be as follows:
(a) The Kentucky Board of Education shall appoint a committee of three (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 have no jurisdiction relative to complaints involving the professional judgmental conclusions of evaluations, 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 this request.
(c) A brief, written statement, and other documents 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.

For further information, refer to 701 KAR 5:090 (Teacher Disciplinary Hearings) in the Appendix.

EVALUATION APPEALS HEARING REQUEST FORM

I _____ have been evaluated
by _____ during this current
school year evaluation cycle. My disagreement with the findings of the summative
evaluation has been thoroughly discussed with my evaluator.

I respectfully request the _____ School
District Evaluation Appeals Panel to hear my appeal.

My appeal challenges the summative findings on:

- _____ substance
- _____ procedure
- _____ both substance and procedure

The date of the summative conference was _____

The date the evaluator was notified of intent to appeal was _____

Signature _____ Date _____

{This form shall be presented in person or by mail to any member of the district Evaluation Appeals Panel. The time (or exact number of working days after the completion of the summative conference) is stipulated in the local district evaluation plan.}

**Evaluation Standards & Forms
For
Education Administrators**

**EVALUATION STANDARDS AND PERFORMANCE CRITERIA
FOR EDUCATION ADMINISTRATORS**

The following performance evaluation standards and performance criteria are the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders that were adopted by the Education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky.

Review the following standard titles and descriptions of each:

ISLLC Evaluation Standards for Education Administrators	
1. <u>Vision</u>	A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. <u>School Culture and Learning</u>	A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. <u>Management</u>	A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. <u>Collaboration</u>	A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. <u>Integrity, Fairness, Ethics</u>	A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
6. <u>Political, Economic, Legal</u>	A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Evaluation Standards and Performance Criteria for Education Administrators

(All performance criteria may not apply to all administrative positions.)

Standard 1: Vision

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

Performances – The administrator facilitates processes and engages in activities ensuring that:

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

Standard 2: School Culture and Learning

A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Performances – The administrator facilitates process and engages in activities ensuring that:

- 2.1 all individuals are treated with fairness, dignity, and respect
- 2.2 professional development promotes a focus on student learning consistent with the school vision and goals
- 2.3 students and staff feel valued and important
- 2.4 the responsibilities and contributions of each individual are acknowledged
- 2.5 barriers to student learning are identified, clarified, and addressed
- 2.6 diversity is considered in developing learning experiences
- 2.7 life long learning is encouraged and modeled
- 2.8 there is a culture of high expectations for self, student, and staff performance
- 2.9 technologies are used in teaching and learning
- 2.10 student and staff accomplishments are recognized and celebrated
- 2.11 multiple opportunities to learn are available to all students
- 2.12 the school is organized and aligned for success
- 2.13 curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- 2.14 curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- 2.15 the school culture and climate are assessed on a regular basis
- 2.16 A variety of sources of information is used to make decisions
- 2.17 student leaning is assessed using a variety of techniques
- 2.18 multiple sources of information regarding performance are used by staff and students
- 2.19 A variety of supervisory and evaluation models is employed
- 2.20 pupil personnel programs are developed to meet the needs of students and their families

Standard 3: Management

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

Performances – The administrator facilitates processes and engages in activities ensuring that

- 3.1 knowledge of learning, teaching, and student development is used to inform management decisions
- 3.2 operational procedures are designed and managed to maximize opportunities for successful learning
- 3.3 emerging trends are recognized, studied, and applied as appropriate
- 3.4 operational plans and procedures to achieve the vision and goals of the school are in place
- 3.5 collective bargaining and other contractual agreements related to the school are effectively managed
- 3.6 the school plant, equipment, and support systems operate safely, efficiently, and effectively
- 3.7 time is managed to maximize attainment of organizational goals
- 3.8 potential problems and opportunities are identified
- 3.9 problems are confronted and resolved in a timely manner
- 3.10 financial, human, and material resources are aligned to the goals of schools
- 3.11 the school acts entrepreneurially to support continuous improvement
- 3.12 organizational systems are regularly monitored and modified as needed
- 3.13 stakeholders are involved in decisions affecting schools
- 3.14 responsibility is shared to maximize ownership and accountability
- 3.15 effective problem-framing and problem-solving skills are used
- 3.16 effective conflict resolution skills are used
- 3.17 effective group-process and consensus-building skills are used
- 3.18 effective communication skills are used
- 3.19 there is effective use of technology to manage school operations
- 3.20 fiscal resources of the school are managed responsibly, efficiently, and effectively
- 3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained
- 3.22 human resource functions support the attainment of school goals
- 3.23 confidentiality and privacy of school records are maintained

Standard 4: Collaboration

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

Performances – The administrator facilitates processes and engages in activities ensuring that:

- 4.1 high visibility, active involvement, and communication with the larger community is a priority
- 4.2 relationships with community leaders are identified and nurtured
- 4.3 information about family and community concerns, expectations, and needs is used regularly
- 4.4 there is outreach to different business, religious, political, and service agencies and organizations
- 4.5 credence is given to individuals and groups whose values and opinions may conflict
- 4.6 the school and community serve one another as resources
- 4.7 available community resources are secured to help the school solve problems and achieve goals
- 4.8 partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- 4.9 community youth family services are integrated with school programs
- 4.10 community stakeholders are treated equitably
- 4.11 diversity is recognized and valued
- 4.12 effective media relations are developed and maintained
- 4.13 A comprehensive program of community relations is established
- 4.14 public resources and funds are used appropriately and wisely
- 4.15 community collaboration is modeled for staff
- 4.16 opportunities for staff to develop collaborative skills are provided

Standard 5: Integrity, Fairness, Ethics

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

Performances – The administrator facilitates process and engages in activities ensuing that:

- 5.1 examines personal and professional values
- 5.2 demonstrates a personal and professional code of ethics
- 5.3 demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- 5.4 serves as a role model
- 5.5 accepts responsibility for school operations
- 5.6 considers the impact of one's administrative practices on others
- 5.7 uses the influence of the office to enhance the educational program rather than for personal gain
- 5.8 treats people fairly, equitably, and with dignity and respect
- 5.9 protects the rights and confidentiality of students and staff
- 5.10 demonstrates appreciation for and sensitivity to the diversity in the school community
- 5.11 recognized and respects the legitimate authority of others
- 5.12 examines and considers the prevailing values of the diverse school community
- 5.13 expects that others in the school community will demonstrate integrity and exercise ethical behavior
- 5.14 opens the school to public scrutiny
- 5.15 fulfills legal and contractual obligations
- 5.16 applies laws and procedures fairly, wisely, and considerately

Standard 6: Political, Economic, Legal

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

Performances – The administrator facilitates process and engages in activities ensuring that:

- 6.1 the environment in which schools operate is influenced on behalf of students and their families
- 6.2 communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- 6.3 there is ongoing dialogue with representatives of diverse community groups
- 6.4 the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- 6.5 public policy is shaped to provide quality education for students
- 6.6 lines of communication are developed with decision makers outside the school community

DATA COLLECTION SUMMARY EDUCATION ADMINISTRATORS

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

Observee _____ Position _____

Observer _____ Position _____

Observation Information:

Date _____ Activity Observed: _____

Time _____ Product Critiqued: _____

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

STANDARDS/PERFORMANCE CRITERIA

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

Standard 2: School Culture and Learning*The education administrator facilitates processes and engages in activities ensuring that:*

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

Standard 3: Management***The education administrator facilitates processes and engages in activities ensuring that:***

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

Standard 4: Collaboration*The education administrator facilitates processes and engages in activities ensuring that:*

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

Standard 5: Integrity, Fairness, Ethics*The education administrator facilitates processes and engages in activities ensuring that:*

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

Standard 6: Political, Economic, Legal

The education administrator facilitates processes and engages in activities ensuring that

6.1 The environment in which schools operate is influenced on behalf of students and their families

6.5 Public policy is shaped to provide quality education for students

6.2 Communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate

6.6 Lines of communication are developed with decision makers outside the school community

6.3 There is ongoing dialogue with representatives of diverse community groups

Standard 6. (considerations for professional growth plan.)

6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities

SUMMATIVE CONFERENCING FORM

Education Administrators

ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN SUMMATIVE EVALUATION

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

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School/Work Site _____

Standards/Performance Criteria <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
1: Vision	Meets	Growth Needed	Does Not Meet	
1.1 the vision and mission of the school are effectively communicated to staff, parents, students, and community				
1.2 the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities				
1.3 the core beliefs of the school vision are modeled for all stakeholders				
1.4 the vision is developed with and among stakeholders				
1.5 the contributions of school community members to the realization of the vision are recognized and celebrated				
1.6 progress toward the vision and mission is communicated to all stakeholders				
1.7 the school community is involved in school improvement efforts				
1.8 the vision shapes the educational programs, plans, and actions				
1.9 provides opportunities that encourage collaboration among others in the use of resources				
1.10 assessment data related to student learning is used to develop the school vision and goals				
1.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals				
1.12 barriers to achieving the vision are identified, clarified, and addressed				
1.13 needed resources are sought and obtained to support the implementation of the school mission and goals				
1.14 existing resources are used in support of the school vision and goals				
1.15 the vision and implementation plans are regularly monitored, evaluated, and revised				
Overall rating for Summative Evaluation Form				

SUMMATIVE CONFERENCING FORM

Education Administrators

2: School Culture and Learning - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
2.1 all individuals are treated with fairness, dignity, and respect				
2.2 Professional development promotes a focus on student learning consistent with the school vision and goals				
2.3 Students and staff feel valued and important				
2.4 the responsibilities and contributions of each individual are acknowledged				
2.5 barriers to student learning are identified, clarified and addressed				
2.6 diversity is considered in developing learning experiences				
2.7 life long learning is encouraged and modeled				
2.8 there is a culture of high expectations for self, student, and staff performance				
2.9 technologies are used in teaching and learning				
2.10 student and staff accomplishments are recognized and celebrated				
2.11 multiple opportunities to learn are available to all students				
2.12 the school is organized and aligned for success				
2.13 curriculum, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined				
2.14 curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies				
2.15 the school culture and climate are assessed on a regular basis				
2.16 a variety of sources in information is used to make decisions				
2.17 student learning is assessed using a variety of techniques				
2.18 multiple sources of information regarding performance are used by staff and students				
2.19 a variety of supervisory and evaluation models is employed				
2.20 pupil personnel programs are developed to meet the needs of students and their families				
Overall rating for Summative Evaluation Form				

3: Management - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
3.1 knowledge of learning, teaching, and student development is used to inform management decisions				
3.2 operational procedures are designed and managed to maximize opportunities for successful learning				
3.3 emerging trends are recognized, studied, and applied as appropriate				
3.4 operational plans and procedures to achieve the vision and goals of the school are in place				
3.5 collective bargaining and other contractual agreements related to the school are effectively managed				

SUMMATIVE CONFERENCING FORM

Education Administrators

3: Management (Con't)	Meets	Growth Needed	Does Not Meet	Discussed
3.6 the school plant, equipment, and support systems operate safely, efficiently, and effectively				
3.7 time is managed to maximize attainment of organizational goals				
3.8 potential problems and opportunities are identified				
3.9 problems are confronted and resolved in a timely manner.				
3.10 financial, human, and material resources are aligned to the goals of schools				
3.11 the school acts entrepreneurally to support continuous improvement				
3.12 organizational systems are regularly monitored and modified as needed				
3.13 stakeholders are involved in decisions affecting schools				
3.14 responsibility is shared to maximize ownership and accountability				
3.15 effective Problem-framing and problem-solving skills are used				
3.16 effective conflict resolution skills are used				
3.17 effective group-process and consensus-building skills are used				
3.18 effective communication skills are used				
3.19 there is effective use of technology to manage school operations				
3.20 fiscal resources of the school are managed responsibly, efficiently, and effectively				
3.21 a safe, clean, and aesthetically pleasing school environment is created and maintained				
3.22 human resource functions support the attainment of school goals				
3.23 confidentiality and privacy of school records are maintained				
Overall rating for Summative Evaluation Form				

4: Collaboration - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
4.1 high visibility, active involvement, and communication with the larger community is a priority				
4.2 relationships with community leaders are identified and nurtured				
4.3 information about family and community concerns, expectations, and needs is used regularly				
4.4 there is outreach to different business, religious, political, and service agencies and organizations				
4.5 credence is given to individuals and groups whose values and opinions may conflict				
4.6 the school and community serve one another as resources				
4.7 available community resources are secured to help the school solve problems and achieve goals				
4.8 partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals				

SUMMATIVE CONFERENCING FORM

Education Administrators

4: Collaboration - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
4.9 Community Youth Family Services are integrated with school programs				
4.10 community stakeholders are treated equitably				
4.11 diversity is recognized and valued				
4.12 effective media relations are developed and maintained				
4.13 a comprehensive program of community relations is established				
4.14 public resources and funds are used appropriately and wisely				
4.15 community collaboration is modeled for staff				
4.16 opportunities for staff to develop collaborative skills are provided				
Overall rating for Summative Evaluation Form				

5: Integrity, Fairness, Ethics - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
5.1 examines personal and professional values				
5.2 demonstrates a personal and professional code of ethics				
5.3 demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance				
5.4 serves as a role model				
5.5 accepts responsibility for school operations				
5.6 considers the impact of one's administrative practices on others				
5.7 uses the influence of the office to enhance the educational program rather than for personal gain				
5.8 treats people fairly, equitably, and with dignity and respect				
5.9 protects the rights and confidentiality of students and staff				
5.10 demonstrates appreciation for the sensitivity to the diversity in the school community				
5.11 recognized and respects the legitimate authority of others				
5.12 examines and considers the prevailing values of the diverse school community				
5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior				
5.14 opens the school to public scrutiny				
5.15 fulfills legal and contractual obligations				
5.16 applies laws and procedures fairly, wisely, and considerately				
Overall rating for Summative Evaluation Form				

6: Political, Economic, Legal - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
6.1 the environment in which schools operate is influenced on behalf of students and their families				
6.2 communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate				
6.3 there is ongoing dialogue with representatives of diverse community groups				

SUMMATIVE CONFERENCING FORM

Education Administrators

	Meets	Growth Needed	Does Not Meet	Discussed
6.4 the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities				
6.5 public policy is shaped to provide equality education for students				
6.6 lines of communication are developed with decision makers outside the school community				
Overall rating for Summative Evaluation Form				

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

A GUIDE TO THE ORAL

EVALUATION OF THE SUPERINTENDENT

Instructions:

1. Read carefully the rating descriptions.
2. Mark an "X" in the box below the designated level most descriptive of actual performance. If you are unable to react to any specific item, leave the box blank.
3. Add any general comments and/or suggestions.

Rating Description:

1. VERY INADEQUATE: Incompetent
2. NEEDS STRENGTHENING: Limited performance, knowledge and/or experience -- specific need for professional growth experiences.
3. SATISFACTORY PERFORMANCE: Good knowledge and/or experience -- could benefit from professional growth experiences.
4. BETTER THAN AVERAGE PERFORMANCE: Comprehensive knowledge and experience -- capable of supervision, research, planning -- could contribute to professional growth programs.
5. SUPERIOR PERFORMANCE: Outstanding

A. Relationship with the board. The superintendent:

1 2 3 4 5

1. Keeps the board informed on issues, needs and operation of the school system.					
2. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.					
3. Interprets and executes the intent of the board policy.					
4. Seeks and accepts constructive criticism of his work.					
5. Supports board policy and actions to the public and staff.					
6. Has a harmonious working relationship with the board.					
7. Understands his role in administration of board policy, makes recommendations for employment or promotion of personnel in writing and with supporting data, and accepts responsibility for his recommendations. If the recommendation is questioned by the board, he finds another person to recommend.					

Relationship with the board. The superintendent - cont.: 1 2 3 4 5

8. Receives recommendations for personnel from board members with an open mind but applies the same criteria for his selection for recommendation as he applies to applications from other sources.					
9. Accepts his responsibility for maintaining liaison between the board and personnel, working toward a high degree of understanding and respect between the staff and the board and the board and the staff.					
10. Remains impartial toward the board, treating all board members alike.					
11. Refrains from criticism of individual or group members of the board.					
12. Goes immediately and directly to the board when he feels an honest, objective difference of opinion exists between him and any or all members of the board, in an earnest effort to resolve such differences immediately.					
13. Feels free to maintain his opposition to matters under discussion by the board until an official decision has been reached, after which time he subordinates his own views to those of the board as long as he remains in its employ.					
Composition Evaluation - "Relationship with the Board"					

Comments and/or suggestions:

B. Community Relationships. The superintendent: 1 2 3 4 5

1. Gains respect and support of the community on the conduct of the school operation.					
2. Solicits and gives attention to problems and opinions of all groups and individuals.					
3. Develops friendly and cooperative relationships with news media.					

Community Relationships. The superintendent - cont.:

1 2 3 4 5

4. Participates actively in community life and affairs.					
5. Achieves status as a community leader in public education.					
6. Works effectively with public and private agencies.					
Composite Evaluation - "Community Relationships"					

Comments and/or suggestions:

C. Staff and Personnel Relationships. The superintendent:

1 2 3 4 5

1. Develops and executes sound personnel procedures and practices.					
2. Develops good staff morale and loyalty to the organization.					
3. Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.					
4. Delegates authority to staff members appropriate to the position each holds.					
5. Recruits and assigns the best available personnel in terms of their competencies.					
6. Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.					
7. Evaluates performance of staff members, giving commendation for good work as well as constructive suggestions for improvement.					
8. Takes an active role in development of salary schedules for all personnel, and recommends to the board the levels which within budgetary limitations, will best serve the interests of the district.					
Composite Evaluation - "Staff and Personnel Relationships"					

Comments and/or suggestions:

D. Educational Leadership. The superintendent:

1 2 3 4 5

1. Understands and keeps informed regarding all aspects of the instructional program.					
2. Implements the district's philosophy of education.					
3. Participates with staff, board, and community in studying and developing curriculum improvement.					
4. Organizes a planned program of curriculum evaluation and improvement.					
5. Provides democratic procedures in curriculum work, utilizing the abilities and talents of the entire professional staff and lay people of the community.					
6. Exemplifies the skills and attitudes of a master teacher and inspires others to highest professional standards.					
Composite Evaluation - "Educational Leadership"					

Comments and/or suggestions:

E. Business and Finance. The superintendent:

1 2 3 4 5

1. Keeps informed on needs of the school program -- plant, facilities, equipment, and supplies.					
2. Supervises operation, insisting on competent and efficient performance.					
3. Determines that funds are spent wisely, and adequate control and accounting are maintained.					
4. Evaluates financial needs and makes recommendations for adequate financing.					
Composite Evaluation - "Business and Finance"					

Comments and/or suggestions:

F. Personal Qualities. The superintendent:

1 2 3 4 5

1. Defends principal and conviction in the face of pressure and partisan influence.					
2. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.					
3. Earns respect and standing among his professional colleagues.					
4. Devotes his time and energy effectively to this job.					
5. Demonstrates his ability to work well with individuals and groups.					
6. Exercises good judgment and the democratic processes in arriving at decisions.					
7. Possesses and maintains the health and energy necessary to meet the responsibilities of his position.					
8. Maintains poise and emotional stability in the full range of his professional activities.					
9. Is customarily suitably attired and well groomed.					
10. Uses English effectively in dealing with staff members, the board, and the public.					
11. Writes clearly and concisely.					
12. Speaks well in front of large and small groups, expressing his ideas in a logical and forthright manner.					
13. Thinks well on his feet when faced with an unexpected or disturbing turn of events in a large group meeting.					
14. Maintains his professional development by reading, course work, conference attendance, work on professional committees, visiting other districts, and meeting with other superintendents.					
Composite Evaluation - "Personal Qualities"					

Comments and/or suggestions:

SUMMARY

- A. Do you have any other general or specific comments and/or suggestions as to how I could more effectively serve the school system?
- B. What do you think are the major problems, issues, concerns facing our school system?
- C. The Lee County Board of Education is committed to providing assistance for professional growth of the superintendent as needed. Please list growth areas below.

STANDARDS FOR SCHOOL LEADERS

SELF-ASSESSMENT

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Position _____

Date of Conference(Analyses) _____ School/Work Site _____

STANDARD 1: A school administrator is an Educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
Knowledge – The administrator has knowledge and understanding of:				
1. learning goals in a pluralistic society				
2. the principles of developing and implementing strategic plans				
3. systems theory				
4. information sources, data collections, and data analysis strategies				
5. effective communication				
6. effective consensus—building and negotiation skills				
Dispositions—The administrator believes in, values, and is committed to:				
1. the educability of all				
2. a school vision of high standards of learning				
3. continuous school improvement				
4. the inclusion of all members of the school community				
5. ensuring that students have the knowledge, skills, and values needed to become successful adults				
6. a willingness to continuously examine one's own assumptions, beliefs, and practices				
7. doing the work required for high levels of personal and organization performance				

STANDARD 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	Performance/Product/Portfolio Ratings (*More than one (1) rating can be checked)			Professi Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Knowledge – The administrator has knowledge and understanding of:				
1. student growth and development				
2. applied learning theories				
3. applied motivational theories				
4. curriculum design, implementation, evaluation, and refinement				
5. principles of effective instruction				
6. measurement, evaluation, and assessment strategies				
7. diversity and its meaning for educational programs:				
8. adult learning and professional development models				
9. the change process for systems, organizations, and individuals				
10. the role of technology in promoting student learning and professional growth				
11. school cultures				
Dispositions—The administrator believes in, values, and is committed to:				
1. student learning as the fundamental purpose of schooling				
2. the proposition that all students can learn				
3. the variety of ways in which students can learn				
4. life long learning for self and others				
5. professional development as an integral part of school improvement				
6. the benefits that diversity brings to the school community				
7. a safe and supportive learning environment				
8. preparing students to be contributing members of society				

STANDARD 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization operations, and resources for a safe, efficient, and effective learning environment.	Performance/Product/Portfolio Ratings (*More than one (1) rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Knowledge – The administrator has knowledge and understanding of:				
1. theories and models of organizations and the principles of organizational development				
2. operational procedures at the school and district level				
3. principles and issues relating to school safety and security				
4. human resources management and development				
5. principles and issues relating to fiscal operations of school management				
6. principles and issues relating to school facilities and use of space				
7. legal issues impacting school operations				
8. current technologies that support management functions				
Dispositions—The administrator believes in, values, and is committed to:				
1. making management decisions to enhance learning and teaching				
2. taking risks to improve schools				
3. trusting people and their judgments:				
4. accepting responsibility				
5. high-quality standards, expectations, and performances				
6. involving stakeholders in management processes				
7. a safe environment				

STANDARD 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	Performance/Product/Portfolio Ratings (*More than one (1) rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Knowledge – The administrator has knowledge and understanding of:				
1. emerging issues and trends that potentially impact the school community				
2. the conditions and dynamics of the diverse school community				
3. community resources				
4. community relations and marketing strategies				
5. successful models of school, family, business, community, government and higher education partnerships				
Dispositions—The administrator believes in, values, and is committed to:				
1. schools operating as an integral part of the larger community				
2. collaboration and communication with families				
3. involvement of families and other stakeholders in school decision-making processes				
4. the proposition that diversity enriches the school				
5. families as partners in the education of their children				
6. the proposition that families have the best interests of their children in mind:				
7. resources of the family and community needing to be brought to bear on the education of students				
8. an informed public				

STANDARD 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner	Performance/Product/Portfolio Ratings (*More than one (1) rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Knowledge – The administrator has knowledge and understanding of:				
1. the purpose of education and the role of leadership in modern society				
2. various ethical frameworks and perspectives on ethics				
3. the values of the diverse school community				
4. professional codes of ethics				
5. the philosophy and history of education				
Dispositions—The administrator believes in, values, and is committed to:				
1. the ideal of the common good				
2. the principles in the Bill of Rights				
3. the right of every student to a free, quality education				
4. bringing ethical principles to the decision-making process				
5. subordinating one's own interest to the good of the school community				
6. accepting the consequences for upholding one's principles and actions				
7. using the influence of one's office constructively and productively in the service of all students and their families				
8. development of a caring school community				

STANDARD 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	Performance/Product/Portfolio Ratings (*More than one (1) rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Knowledge – The administrator has knowledge and understanding of:				
1. principles of representative governance that undergird the system of American school				
2. the role of public education in developing and renewing a democratic society and an economically productive nation				
3. the law as related to education and schooling				
4. the political, social, cultural and economic systems and processes that impact schools				
5. models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling				
6. global issues and forces affecting teaching and learning				
7. the dynamics of policy development and advocacy under our democratic political system				
8. the importance of diversity and equity in a democratic society				
Dispositions –The administrator believes in, values, and is committed to:				
1. education as a key to opportunity and social mobility				
2. recognizing a variety of ideas, values, and cultures				
3. importance of a continuing dialogue with other decision makers affecting education:				
4. actively participating in the political and policy-making context in the service of education				
5. using legal systems to protect student rights and improve student opportunities				

**Lee County Certified Evaluation
Tracking Forms**

School Name _____

TEACHER EVALUATION SCHOOL YEAR: _____

Name (List ALL Teachers)

Last Summative Date

I / NI / I

POC DATES
O C

DATES
O C

DATES
O C

O C

S/U

Growth Plan Review Date

I - Intern M - Non-tenured T - Tenured POC - Professional O - Observation C - Classroom S/U - Student/Unrated

TEACHER EVALUATION CYCLES

CYCLE 1999-2002

99-00

00-01

01-02

CYCLE 2002-2005

02-03

03-04

04-05

CYCLE 2005-2008

05-06

06-07

07-08

CYCLE 2008-2011

08-09

09-10

10-11

CYCLE 2011-2014

11-12

12-13

13-14

CYCLE 2014-2017

14-15

15-16

16-17

Evaluation Tips & Guides

EVALUATION IS ...

the process of assessing or determining the effectiveness of performances and products:

to promote the continuation of professional competence;

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.

TEACHER EVALUATION CYCLES

CYCLE 1999-2002

99-00

00-01

01-02

CYCLE 2002-2005

02-03

03-04

04-05

CYCLE 2005-2008

05-06

06-07

07-08

CYCLE 2008-2011

08-09

09-10

10-11

CYCLE 2011-2014

11-12

12-13

13-14

CYCLE 2014-2017

14-15

15-16

16-17

APPENDICES

- A. Code of Ethics
- B. Important Evaluation Guidelines
- C. KRS 156.557 (Certified Personnel Evaluation)
- D. 704 KAR 3:345 (Evaluation guidelines)
- E. KRS 156.111 (Superintendents Training and Assessment Center Program)
- F. 704 KAR 3:406 (Superintendent training program and assessment process)
- G. 704 KAR 20:690 (Beginning teacher internship program)
- H. 704 KAR 20:470 (Principal internship program)
- I. KRS 156.101 (Instructional leader improvement program)
- J. KRS 160.345 (School-based decision making)
- K. KRS 156.095 (Professional development programs)
- L. 704 KAR 3:035 (Annual professional development plan)
- M. KRS 161.790 (Termination of contract by board)
- N. 701 KAR 5:090 (Teacher disciplinary hearings)
- O. Standards and Indicators for School Improvement
- P. Internal Review Checklist

LEE COUNTY BOARD OF EDUCATION
FRANK KINCAID, SUPERINTENDENT
58 E. CENTER ST. P.O. BOX 668
BEATTYVILLE, KENTUCKY 41311
TELEPHONE (606) 464-5000
FAX (606) 464-5009

June 7, 2001

Ms. Janet Stevens
Instructional Quality Branch
500 Mero Street, 17th Floor
Frankfort, KY 40601

Dear Ms. Stevens:

Enclosed is Lee County's Certified Personnel Evaluation Plan. If you have any questions or concerns, please contact me.

Sincerely,



Sharon R. Bush
Instructional Supervisor

Enclosure

DATA COLLECTION SUMMARY EDUCATION ADMINISTRATORS

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

Observer _____ Position _____

Observer _____ Position _____

Observation Information:

Date _____ Activity Observed: _____

Time _____ Product Critiqued: _____

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

STANDARDS/PERFORMANCE CRITERIA

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

Standard 2: School Culture and Learning*The education administrator facilitates processes and engages in activities ensuring that:*

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

Standard 3: Management***The education administrator facilitates processes and engages in activities ensuring that:***

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

Standard 4: Collaboration*The education administrator facilitates processes and engages in activities ensuring that:*

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

Standard 5: Integrity, Fairness, Ethics*The education administrator facilitates processes and engages in activities ensuring that:*

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

Standard 6: Political, Economic, Legal

The education administrator facilitates processes and engages in activities ensuring that

6.1 The environment in which schools operate is influenced on behalf of students and their families

6.5 Public policy is shaped to provide quality education for students

6.2 Communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate

6.5 Lines of communication are developed with decision makers outside the school community

6.3 There is ongoing dialogue with representatives of diverse community groups

Standard 6. (considerations for professional growth plan.)

6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities

SUMMATIVE CONFERENCING FORM

Education Administrators

ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN SUMMATIVE EVALUATION

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

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School/Work Site _____

Standards/Performance Criteria <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
1: Vision	Meets	Growth Needed	Does Not Meet	
1.1 the vision and mission of the school are effectively communicated to staff, parents, students, and community				
1.2 the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities				
1.3 the core beliefs of the school vision are modeled for all stakeholders				
1.4 the vision is developed with and among stakeholders				
1.5 the contributions of school community members to the realization of the vision are recognized and celebrated				
1.6 progress toward the vision and mission is communicated to all stakeholders				
1.7 the school community is involved in school improvement efforts				
1.8 the vision shapes the educational programs, plans, and actions				
1.9 provides opportunities that encourage collaboration among others in the use of resources				
1.10 assessment data related to student learning is used to develop the school vision and goals				
1.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals				
1.12 barriers to achieving the vision are identified, clarified, and addressed				
1.13 needed resources are sought and obtained to support the implementation of the school mission and goals				
1.14 existing resources are used in support of the school vision and goals				
1.15 the vision and implementation plans are regularly monitored, evaluated, and revised				
Overall rating for Summative Evaluation Form				

SUMMATIVE CONFERENCING FORM

Education Administrators

2: School Culture and Learning - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
2.1 all individuals are treated with fairness, dignity, and respect				
2.2 Professional development promotes a focus on student learning consistent with the school vision and goals				
2.3 Students and staff feel valued and important				
2.4 the responsibilities and contributions of each individual are acknowledged				
2.5 barriers to student learning are identified, clarified and addressed				
2.6 diversity is considered in developing learning experiences				
2.7 life long learning is encouraged and modeled				
2.8 there is a culture of high expectations for self, student, and staff performance				
2.9 technologies are used in teaching and learning				
2.10 student and staff accomplishments are recognized and celebrated				
2.11 multiple opportunities to learn are available to all students				
2.12 the school is organized and aligned for success				
2.13 curriculum, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined				
2.14 curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies				
2.15 the school culture and climate are assessed on a regular basis				
2.16 a variety of sources in information is used to make decisions				
2.17 student learning is assessed using a variety of techniques				
2.18 multiple sources of information regarding performance are used by staff and students				
2.19 a variety of supervisory and evaluation models is employed				
2.20 pupil personnel programs are developed to meet the needs of students and their families				
Overall rating for Summative Evaluation Form				

3: Management <i>-The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
3.1 knowledge of learning, teaching, and student development is used to inform management decisions				
3.2 operational procedures are designed and managed to maximize opportunities for successful learning				
3.3 emerging trends are recognized, studied, and applied as appropriate				
3.4 operational plans and procedures to achieve the vision and goals of the school are in place				
3.5 collective bargaining and other contractual agreements related to the school are effectively managed				

SUMMATIVE CONFERENCING FORM

Education Administrators

3: Management (Con't)	Meets	Growth Needed	Does Not Meet	Discussed
3.6 the school plant, equipment, and support systems operate safely, efficiently, and effectively				
3.7 time is managed to maximize attainment of organizational goals				
3.8 potential problems and opportunities are identified				
3.9 problems are confronted and resolved in a timely manner.				
3.10 financial, human, and material resources are aligned to the goals of schools				
3.11 the school acts entrepreneurally to support continuous improvement				
3.12 organizational systems are regularly monitored and modified as needed				
3.13 stakeholders are involved in decisions affecting schools				
3.14 responsibility is shared to maximize ownership and accountability				
3.15 effective Problem-framing and problem-solving skills are used				
3.16 effective conflict resolution skills are used				
3.17 effective group-process and consensus-building skills are used				
3.18 effective communication skills are used				
3.19 there is effective use of technology to manage school operations				
3.20 fiscal resources of the school are managed responsibly, efficiently, and effectively				
3.21 a safe, clean, and aesthetically pleasing school environment is created and maintained				
3.22 human resource functions support the attainment of school goals				
3.23 confidentiality and privacy of school records are maintained				
Overall rating for Summative Evaluation Form				

4: Collaboration - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
4.1 high visibility, active involvement, and communication with the larger community is a priority				
4.2 relationships with community leaders are identified and nurtured				
4.3 information about family and community concerns, expectations, and needs is used regularly				
4.4 there is outreach to different business, religious, political, and service agencies and organizations				
4.5 credence is given to individuals and groups whose values and opinions may conflict				
4.6 the school and community serve one another as resources				
4.7 available community resources are secured to help the school solve problems and achieve goals				
4.8 partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals				

SUMMATIVE CONFERENCING FORM

Education Administrators

4: Collaboration - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
4.9 Community Youth Family Services are integrated with school programs				
4.10 community stakeholders are treated equitably				
4.11 diversity is recognized and valued				
4.12 effective media relations are developed and maintained				
4.13 a comprehensive program of community relations is established				
4.14 public resources and funds are used appropriately and wisely				
4.15 community collaboration is modeled for staff				
4.16 opportunities for staff to develop collaborative skills are provided				

Overall rating for Summative Evaluation Form

5: Integrity, Fairness, Ethics - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
5.1 examines personal and professional values				
5.2 demonstrates a personal and professional code of ethics				
5.3 demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance				
5.4 serves as a role model				
5.5 accepts responsibility for school operations				
5.6 considers the impact of one's administrative practices on others				
5.7 uses the influence of the office to enhance the educational program rather than for personal gain				
5.8 treats people fairly, equitably, and with dignity and respect				
5.9 protects the rights and confidentiality of students and staff				
5.10 demonstrates appreciation for the sensitivity to the diversity in the school community				
5.11 recognized and respects the legitimate authority of others				
5.12 examines and considers the prevailing values of the diverse school community				
5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior				
5.14 opens the school to public scrutiny				
5.15 fulfills legal and contractual obligations				
5.16 applies laws and procedures fairly, wisely, and considerately				

Overall rating for Summative Evaluation Form

6: Political, Economic, Legal - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
6.1 the environment in which schools operate is influenced on behalf of students and their families				
6.2 communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate				
6.3 there is ongoing dialogue with representatives of diverse community groups				

SUMMATIVE CONFERENCING FORM

Education Administrators

	Meets	Growth Needed	Does Not Meet	Discussed
6.4 the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities				
6.5 public policy is shaped to provide equality education for students				
6.6 lines of communication are developed with decision makers outside the school community				
Overall rating for Summative Evaluation Form				

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

A GUIDE TO THE ORAL

EVALUATION OF THE SUPERINTENDENT

Instructions:

1. Read carefully the rating descriptions.
2. Mark an "X" in the box below the designated level most descriptive of actual performance. If you are unable to react to any specific item, leave the box blank.
3. Add any general comments and/or suggestions.

Rating Description:

1. VERY INADEQUATE: Incompetent
2. NEEDS STRENGTHENING: Limited performance, knowledge and/or experience -- specific need for professional growth experiences.
3. SATISFACTORY PERFORMANCE: Good knowledge and/or experience -- could benefit from professional growth experiences.
4. BETTER THAN AVERAGE PERFORMANCE: Comprehensive knowledge and experience -- capable of supervision, research, planning -- could contribute to professional growth programs.
5. SUPERIOR PERFORMANCE: Outstanding

A. Relationship with the board. The superintendent:

1 2 3 4 5

1. Keeps the board informed on issues, needs and operation of the school system.					
2. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.					
3. Interprets and executes the intent of the board policy.					
4. Seeks and accepts constructive criticism of his work.					
5. Supports board policy and actions to the public and staff.					
6. Has a harmonious working relationship with the board.					
7. Understands his role in administration of board policy, makes recommendations for employment or promotion of personnel in writing and with supporting data, and accepts responsibility for his recommendations. If the recommendation is questioned by the board, he finds another person to recommend.					

Relationship with the board. The superintendent - cont.:

1 2 3 4 5

8. Receives recommendations for personnel from board members with an open mind but applies the same criteria for his selection for recommendation as he applies to applications from other sources.					
9. Accepts his responsibility for maintaining liaison between the board and personnel, working toward a high degree of understanding and respect between the staff and the board and the board and the staff.					
10. Remains impartial toward the board, treating all board members alike.					
11. Refrains from criticism of individual or group members of the board.					
12. Goes immediately and directly to the board when he feels an honest, objective difference of opinion exists between him and any or all members of the board, in an earnest effort to resolve such differences immediately.					
13. Feels free to maintain his opposition to matters under discussion by the board until an official decision has been reached, after which time he subordinates his own views to those of the board as long as he remains in its employ.					
Composition Evaluation - "Relationship with the Board"					

Comments and/or suggestions:

B. Community Relationships. The superintendent:

1 2 3 4 5

1. Gains respect and support of the community on the conduct of the school operation.					
2. Solicits and gives attention to problems and opinions of all groups and individuals.					
3. Develops friendly and cooperative relationships with news media.					

Community Relationships. The superintendent - cont.:

1 2 3 4 5

4. Participates actively in community life and affairs.					
5. Achieves status as a community leader in public education.					
6. Works effectively with public and private agencies.					
Composite Evaluation - "Community Relationships"					

Comments and/or suggestions:

C. Staff and Personnel Relationships. The superintendent:

1 2 3 4 5

1. Develops and executes sound personnel procedures and practices.					
2. Develops good staff morale and loyalty to the organization.					
3. Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.					
4. Delegates authority to staff members appropriate to the position each holds.					
5. Recruits and assigns the best available personnel in terms of their competencies.					
6. Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.					
7. Evaluates performance of staff members, giving commendation for good work as well as constructive suggestions for improvement.					
8. Takes an active role in development of salary schedules for all personnel, and recommends to the board the levels which within budgetary limitations, will best serve the interests of the district.					
Composite Evaluation - "Staff and Personnel Relationships"					

Comments and/or suggestions:

D. Educational Leadership. The superintendent:

1 2 3 4 5

1. Understands and keeps informed regarding all aspects of the instructional program.					
2. Implements the district's philosophy of education.					
3. Participates with staff, board, and community in studying and developing curriculum improvement.					
4. Organizes a planned program of curriculum evaluation and improvement.					
5. Provides democratic procedures in curriculum work, utilizing the abilities and talents of the entire professional staff and lay people of the community.					
6. Exemplifies the skills and attitudes of a master teacher and inspires others to highest professional standards.					
Composite Evaluation - "Educational Leadership"					

Comments and/or suggestions:

E. Business and Finance. The superintendent:

1 2 3 4 5

1. Keeps informed on needs of the school program -- plant, facilities, equipment, and supplies.					
2. Supervises operation, insisting on competent and efficient performance.					
3. Determines that funds are spent wisely, and adequate control and accounting are maintained.					
4. Evaluates financial needs and makes recommendations for adequate financing.					
Composite Evaluation - "Business and Finance"					

Comments and/or suggestions:

F. Personal Qualities. The superintendent:

1 2 3 4 5

1. Defends principal and conviction in the face of pressure and partisan influence.					
2. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.					
3. Earns respect and standing among his professional colleagues.					
4. Devotes his time and energy effectively to this job.					
5. Demonstrates his ability to work well with individuals and groups.					
6. Exercises good judgment and the democratic processes in arriving at decisions.					
7. Possesses and maintains the health and energy necessary to meet the responsibilities of his position.					
8. Maintains poise and emotional stability in the full range of his professional activities.					
9. Is customarily suitably attired and well groomed.					
10. Uses English effectively in dealing with staff members, the board, and the public.					
11. Writes clearly and concisely.					
12. Speaks well in front of large and small groups, expressing his ideas in a logical and forthright manner.					
13. Thinks well on his feet when faced with an unexpected or disturbing turn of events in a large group meeting.					
14. Maintains his professional development by reading, course work, conference attendance, work on professional committees, visiting other districts, and meeting with other superintendents.					
Composite Evaluation - "Personal Qualities"					

Comments and/or suggestions:

SUMMARY

- A. Do you have any other general or specific comments and/or suggestions as to how I could more effectively serve the school system?
- B. What do you think are the major problems, issues, concerns facing our school system?
- C. The Lee County Board of Education is committed to providing assistance for professional growth of the superintendent as needed. Please list growth areas below.

STANDARDS FOR SCHOOL LEADERS

SELF-ASSESSMENT

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Position _____

Date of Conference(Analyses) _____ School/Work Site _____

STANDARD 1: A school administrator is an Educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	Performance/Product/Portfolio Ratings			Professiona Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
Knowledge – The administrator has knowledge and understanding of:				
1. learning goals in a pluralistic society				
2. the principles of developing and implementing strategic plans				
3. systems theory				
4. information sources, data collections, and data analysis strategies				
5. effective communication				
6. effective consensus—building and negotiation skills				
Dispositions—The administrator believes in, values, and is committed to:				
1. the educability of all				
2. a school vision of high standards of learning				
3. continuous school improvement				
4. the inclusion of all members of the school community				
5. ensuring that students have the knowledge, skills, and values needed to become successful adults				
6. a willingness to continuously examine one's own assumptions, beliefs, and practices				
7. doing the work required for high levels of personal and organization performance				

STANDARD 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	Performance/Product/Portfolio Ratings (*More than one (1) rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Knowledge – The administrator has knowledge and understanding of:				
1. student growth and development				
2. applied learning theories				
3. applied motivational theories				
4. curriculum design, implementation, evaluation, and refinement				
5. principles of effective instruction				
6. measurement, evaluation, and assessment strategies				
7. diversity and its meaning for educational programs:				
8. adult learning and professional development models				
9. the change process for systems, organizations, and individuals				
10. the role of technology in promoting student learning and professional growth				
11. school cultures				
Dispositions—The administrator believes in, values, and is committed to:				
1. student learning as the fundamental purpose of schooling				
2. the proposition that all students can learn				
3. the variety of ways in which students can learn				
4. life long learning for self and others				
5. professional development as an integral part of school improvement				
6. the benefits that diversity brings to the school community				
7. a safe and supportive learning environment				
8. preparing students to be contributing members of society				

STANDARD 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization operations, and resources for a safe, efficient, and effective learning environment.	Performance/Product/Portfolio Ratings (*More than one (1) rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Knowledge – The administrator has knowledge and understanding of:				
1. theories and models of organizations and the principles of organizational development				
2. operational procedures at the school and district level				
3. principles and issues relating to school safety and security				
4. human resources management and development				
5. principles and issues relating to fiscal operations of school management				
6. principles and issues relating to school facilities and use of space				
7. legal issues impacting school operations				
8. current technologies that support management functions				
Dispositions—The administrator believes in, values, and is committed to:				
1. making management decisions to enhance learning and teaching				
2. taking risks to improve schools				
3. trusting people and their judgments:				
4. accepting responsibility				
5. high-quality standards, expectations, and performances				
6. involving stakeholders in management processes				
7. a safe environment				

STANDARD 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	Performance/Product/Portfolio Ratings (*More than one (1) rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Knowledge – The administrator has knowledge and understanding of:				
1. emerging issues and trends that potentially impact the school community				
2. the conditions and dynamics of the diverse school community				
3. community resources				
4. community relations and marketing strategies				
5. successful models of school, family, business, community, government and higher education partnerships				
Dispositions—The administrator believes in, values, and is committed to:				
1. schools operating as an integral part of the larger community				
2. collaboration and communication with families				
3. involvement of families and other stakeholders in school decision-making processes				
4. the proposition that diversity enriches the school				
5. families as partners in the education of their children				
6. the proposition that families have the best interests of their children in mind:				
7. resources of the family and community needing to be brought to bear on the education of students				
8. an informed public				

STANDARD 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner	Performance/Product/Portfolio Ratings (*More than one (1) rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Knowledge – The administrator has knowledge and understanding of:				
1. the purpose of education and the role of leadership in modern society				
2. various ethical frameworks and perspectives on ethics				
3. the values of the diverse school community				
4. professional codes of ethics				
5. the philosophy and history of education				
Dispositions—The administrator believes in, values, and is committed to:				
1. the ideal of the common good				
2. the principles in the Bill of Rights				
3. the right of every student to a free, quality education				
4. bringing ethical principles to the decision-making process				
5. subordinating one's own interest to the good of the school community				
6. accepting the consequences for upholding one's principles and actions				
7. using the influence of one's office constructively and productively in the service of all students and their families				
8. development of a caring school community				

STANDARD 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	Performance/Product/Portfolio Ratings (*More than one (1) rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Knowledge – The administrator has knowledge and understanding of:				
1. principles of representative governance that undergird the system of American school				
2. the role of public education in developing and renewing a democratic society and an economically productive nation				
3. the law as related to education and schooling				
4. the political, social, cultural and economic systems and processes that impact schools				
5. models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling				
6. global issues and forces affecting teaching and learning				
7. the dynamics of policy development and advocacy under our democratic political system				
8. the importance of diversity and equity in a democratic society				
Dispositions –The administrator believes in, values, and is committed to:				
1. education as a key to opportunity and social mobility				
2. recognizing a variety of ideas, values, and cultures				
3. importance of a continuing dialogue with other decision makers affecting education:				
4. actively participating in the political and policy-making context in the service of education				
5. using legal systems to protect student rights and improve student opportunities				

**Lee County Certified Evaluation
Tracking Forms**

School Name _____

TEACHER EVALUATION SCHOOL YEAR: _____

Name (List All Teachers)

Last Summative Date

I | N | T

POC

DATES

O

C

DATES

O

C

DATES

O

C

O

C

S/U

Growth Plan Review Date

TEACHER EVALUATION CYCLES

CYCLE 1999-2002

99-00

00-01

01-02

CYCLE 2002-2005

02-03

03-04

04-05

CYCLE 2005-2008

05-06

06-07

07-08

CYCLE 2008-2011

08-09

09-10

10-11

CYCLE 2011-2014

11-12

12-13

13-14

CYCLE 2014-2017

14-15

15-16

16-17

Evaluation Tips & Guides

EVALUATION IS ...

the process of assessing or determining the effectiveness of performances and products:

to promote the continuation of professional competence;

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.

TEACHER EVALUATION CYCLES

CYCLE 1999-2002

99-00

00-01

01-02

CYCLE 2002-2005

02-03

03-04

04-05

CYCLE 2005-2008

05-06

06-07

07-08

CYCLE 2008-2011

08-09

09-10

10-11

CYCLE 2011-2014

11-12

12-13

13-14

CYCLE 2014-2017

14-15

15-16

16-17

APPENDICES

- A. Code of Ethics
- B. Important Evaluation Guidelines
- C. KRS 156.557 (Certified Personnel Evaluation)
- D. 704 KAR 3:345 (Evaluation guidelines)
- E. KRS 156.111 (Superintendents Training and Assessment Center Program)
- F. 704 KAR 3:406 (Superintendent training program and assessment process)
- G. 704 KAR 20:690 (Beginning teacher internship program)
- H. 704 KAR 20:470 (Principal internship program)
- I. KRS 156.101 (Instructional leader improvement program)
- J. KRS 160.345 (School-based decision making)
- K. KRS 156.095 (Professional development programs)
- L. 704 KAR 3:035 (Annual professional development plan)
- M. KRS 161.790 (Termination of contract by board)
- N. 701 KAR 5:090 (Teacher disciplinary hearings)
- O. Standards and Indicators for School Improvement
- P. Internal Review Checklist

LEE COUNTY BOARD OF EDUCATION
FRANK KINCAID, SUPERINTENDENT
58 E. CENTER ST. P.O. BOX 668
BEATTYVILLE, KENTUCKY 41311
TELEPHONE (606) 464-5000
FAX (606) 464-5009

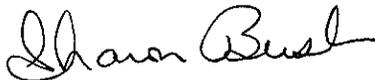
June 7, 2001

Ms. Janet Stevens
Instructional Quality Branch
500 Mero Street, 17th Floor
Frankfort, KY 40601

Dear Ms. Stevens:

Enclosed is Lee County's Certified Personnel Evaluation Plan. If you have any questions or concerns, please contact me.

Sincerely,



Sharon R. Bush
Instructional Supervisor

Enclosure

Overview

Professional Growth and Evaluation of Certified Personnel Training

Goal: Initial certification as an evaluator of administrators and teachers.

Credit: Upon successful completion of the Professional Growth and Evaluation of Certified Personnel training, participants will be awarded credit hours toward the 42-hour Effective Instructional Leadership Program.

Objective: To become familiar with a procedure that meets state statutes and regulations applicable to the professional growth and evaluation of the professional performance of certified school personnel.

Other enhancements from training: Participants should gain knowledge and skill to:

1. communicate desired results by sharing the intent, mission, and purposes of the local district evaluation and professional growth plans;
2. utilize formative and summative assessment procedures for continuous improvement of instruction;
3. facilitate and nurture professional growth and development of staff using administrator/teacher standards;
4. apply legal requirements of professional growth and evaluation procedures and guidelines;
5. apply personnel policies consistent with state requirements and local district plans;
6. identify products, performances, and behaviors that support the administrator/teacher standards;
7. create an open and trusting environment conducive to improving instruction;
8. facilitate and nurture professional growth of staff by managing resources (including people, materials, dollars, and time) for staff enrichment and assistance purposes; and
9. model meaningful professional growth development.

Ethical Guidelines for Evaluators

I. OPEN (no secrets)

- A. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee. (KRS 156.557)
- B. The evaluation criteria and process shall be explained and discussed with each certified personnel no later than the end of the first month of reporting for employment annually. (704 KAR 3:345, Section 5(2)).
- C. Newly-hired certified school employees or employees hired in the middle of the school year must be given a thorough orientation to the district evaluation plan prior to any evaluation observation visits.

II. HONEST (honest, sincere, factual, fair)

- A. Rely upon observable and documented data (either performance or product) for making evaluation decisions. Personal opinions, gossip, and rumors can only create havoc for both parties involved. All data collected must be substantiated and in written form (signed and dated by both observee and observer).
- B. All observations of performances and products should be made in writing. Experts have said, "If it isn't written, it didn't happen!" This is a good rule to follow. Evaluation requires documentation!
- C. All certified school employees deserve the evaluator's sincerest efforts in the evaluation process. The evaluator's time and attentiveness are of the utmost importance, particularly as research substantiates that instruction is improved when teaching skills are improved.
- D. Factual -- behaviors are to be described in writing rather than by a memory-recall technique. (If an important event occurs when an evaluator has no paper or pencil available, record the incident in writing as soon as paper and pencil are available.)
- E. Questionable or unclear behaviors observed during the observation should be noted and discussed during the post-observation conference.
- F. If requested by the teacher, observations by another teacher trained in the teacher's content area or curriculum content specialist shall be provided.

Observation Visit (formative, data collection)

Observing performance is another mechanism for evaluating or assessing one's abilities. An observation record is established by writing the behaviors, gestures, and dialogues that take place. This observation process occurs at the evaluatee's workplace and is called an observation visit.

The observer and the observee agree upon an exact date and time for the observation visit. This is achieved by using a Pre-Observation Form. The Pre-Observation Form also provides the observer with other valuable information about the activity to be observed. An example of a completed Pre-Observation Form is on the next page.

The observer will plan and organize the observation visit by:

1. reviewing the completed Pre-Observation Form and taking it to the observation visit;
2. allowing enough time to conduct the observation; and
3. taking a lined tablet for scripting behaviors/dialogues during the visit.

Immediately following the observation visit, the observer returns to a quiet location for analyzing the scripted notes and completing the Data Collection Summary. It is important to analyze the scripted notes as soon as possible after conducting the observation. Performances and behaviors will be "fresh on your mind" and result in a more accurate and comprehensive analysis.

When analyzing your scripted notes, on the Data Collection Summary, give consideration to ideas for observee's professional growth and improvement, if justifiable.

REMEMBER !!

**If you didn't see it, it didn't happen!
If you didn't write it down, you didn't see it!**

... Jim Sweeney, Professor
University of Iowa

Conferencing

The post-observation conference must occur within one work week after each formative observation visit, or sooner if stipulated in the local district evaluation plan. During the post-observation conference, the evaluatee and the evaluator discuss the observation visit, other documented observations, and various products critiqued.

The observer/evaluator assumes the responsibility for planning and organizing the conferences in order for both parties to receive the maximum benefit from the discussion.

Before the conference:

1. Make sure all written data to be shared are clear and legible.
2. Have written data collection summarized on the Data Collection Summary.
3. Maintain scripted notes as a handy reference to use during the conference in case questions arise concerning behaviors observed.
4. Schedule adequate time for the conference to discuss behaviors/performances/products observed and documented.

During the conference:

1. Hold conferences in non-threatening environments, such as empty classrooms.
2. Clarify any confusing behaviors observed and document appropriately after discussion.
3. Provide time for input from observee/evaluatee for self-reflecting and self-evaluating his/her performances/behaviors.
4. Provide objective feedback on both strengths and weaknesses of performance criteria observed and documented.
5. Provide specific rather than general feedback.
6. Elicit discussion and input from observee/evaluatee during conference and listen.

(TIPS FOR EVALUATORS)

TECHNIQUES TO REDUCE THE "NERVOUS" OR "THREATENING" FEELING OF EVALUATION:

1. Be a regular visitor to the classroom. The teacher and the students will become accustomed to your presence in the classroom. Then, when you conduct the "formal" observation data-collection process, behaviors of both teacher and students will be more authentic and the teacher will feel more comfortable.
2. Make it known to teachers that students occasionally behave differently when they know their teacher is being observed.
3. Explain to all teachers at the beginning of the school year the professional growth evaluation process, the district evaluation process and the local professional growth plan(s).
4. Be open and honest with teachers at all times in all matters of evaluation.
5. Incorporate a system of self-evaluation by the evaluatee. This provides (in most cases) a basis for conferencing and for developing a meaningful professional growth plan for the evaluatee.
6. Provide a location for conferencing with the teacher that is private and that is as comfortable for him/her as possible (i.e. the teacher's classroom).

NOTES:

COMMON EVALUATION ERRORS THAT HINDER INSTRUCTIONAL IMPROVEMENT

District Errors

1. Neglecting the need to keep position descriptions up-to-date and accurate.
2. Failing to keep criteria and standards updated.
3. Failing to properly train all evaluators in the entire professional growth and evaluation processes and procedures.
4. Disregarding complaints about evaluation procedures/processes.
5. Neglecting to monitor the proper implementation of the professional growth and evaluation system.

Evaluator Errors

1. Neglecting to reinforce competent performances.
2. Failing to foster a climate of improving instruction through a system of professional growth.
3. Assuming that all evaluatees understand the entire professional growth and evaluation system, their rights, and their obligations.
4. Being overprotective of or oblivious to incompetent or harmful certified personnel.
5. Being unorganized and not carefully planning for observations, conferences, etc.
6. Suggesting unreasonable activities for professional growth and corrective action plans.
7. Lacking adequate documentation to support standard ratings and personnel decisions.
8. Recommending termination of a marginal or incompetent evaluatee before attempting to improve that individual's performance(s) through documented efforts.

MEMORANDUM

TO: All School Certified Personnel

FROM:

DATE:

SUBJECT: Meeting to Discuss Improvement of Instruction through the
Professional Growth Evaluation Process

Our _____ (date) _____ faculty meeting will be devoted primarily to share information with you on the ____ (school year) ____ certified personnel evaluation forms and procedures.

As we all have experienced so many new educational changes since the passage of KERA, we understand the necessity and importance of working as partners to improve classroom instruction in any way possible. I consider the process of personnel evaluation to be one of the most beneficial ways that we (together) can impact the quality of instruction at _____ (school name)
_____.

I look forward to discussing the professional growth and evaluation forms and standards at our meeting. If you cannot attend, please send a written notice to me. This way, I can make provisions for sharing the evaluation information with you.

Thank you.

nkf

F. Documents used in the data collection process of analyzing behaviors (scripting and analyses)

V. Products Evaluated

A. List or discuss other documents/observations/products that will be a part of the evaluation process at the school or district level

VI. Self Evaluation

A. Ask certified employees to self-evaluate by using the Summative Conferencing Form. This Form provides certified personnel employees with:

- 1. evaluation standards and performance criteria**
- 2. space to include ideas for developing professional growth plan (early in the school year to take advantage of professional development activities offered during the year)**
- 3. bases for input/discussion into the formal summative conference**

B. Model self-evaluation process (examples)

- 1. encourage staff and peers to evaluate your performances**
- 2. share your professional growth plan or an activity from your plan as an example**

VII. Timelines/Process

A. Provide staff with a general overview of how and when evaluations will occur

B. Review basic process and schedule as applicable to all personnel (intern, non-tenured, tenured)

C. Inform all evaluatees of their rights to appeal by using the district procedures/timelines

APPENDIX A

CODE OF ETHICS

704 KAR 20:680

Section 1. Certified personnel in the Commonwealth:

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

To STUDENTS

■ Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator.

— Shall respect the constitutional rights of all students.

■ Shall take reasonable measures to protect the health, safety, and emotional well-being of students.

■ Shall not use professional relationships or authority with students for personal advantage.

■ Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

■ Shall not knowingly make false or malicious statements about students or colleagues.

■ Shall refrain from subjecting students to embarrassment or disparagement.

■ Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats or physical harm; and sexual assault.

To PARENTS

■ Shall make responsible effort to communicate to parents information which should be revealed in the interest of the student.

■ Shall endeavor to understand community cultures and diverse home environments of students.

■ Shall not knowingly distort or misrepresent facts concerning educational issues.

■ Shall distinguish between personal views and the views of the employing educational agency.

■ Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.

■ Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.

■ Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

To EDUCATION PROFESSION

■ Shall exemplify behaviors which maintain the dignity and integrity of the profession.

■ Shall accord just and equitable treatment to all members of the profession in exercise of their professional rights and responsibilities.

■ Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.

■ Shall not use coercive means or give special treatment in order to influence professional decisions.

■ Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.

■ Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.