Certified Personnel Evaluation Plan

Lincoln County Schools
305 Danville Avenue
P.O. Box 265
Stanford, KY 40484

Phone: 606 365-2124
Fax: 606 365-1660

Larry Woods, Superintendent

Evaluation Committee

Erika Cole – Teacher
Amanda Fowler – Teacher
Kendra Funkhouser – Teacher
Marilyn Hafley – Principal
Karen Hatter – Assistant Superintendent
Ty Howard, Evaluation Contact, District Supervisor
Rhonda McNight – Teacher
Suzanne Montgomery – Resource Teacher
Michele Reynolds, Chairperson - Principal
Mark Upchurch – Principal

District:__Lincoln_____ Evaluation Contact Person:____Ty Howard_____ Date of Review:___June 9, 2009_____

Certified Personnel Evaluation Plan Checklist

Indicators taken from KRS 156.557 and 704 KAR 3:345

KRS 156.557 Section	704 KAR 3:345 Section	Page Number in District Plan where Evidenced	
			A. Plan developed by evaluation committee:
(3) (c) 1	4 (1)	Cover	1. Equal number of teachers and administrators
	3	6	2. Approved by local board of education
			B. Plan provides for:
	6	Cover	1. Designated contact person
	6(2)a	22	2. District trains primary evaluators in the local evaluation process
	5 (2)	22	3. Explanation to and discussion with all certified personnel "no later than the end of the first month a. of reporting for employment for each school year"
	5 (3)	26, 40, 46, 51	4. Performance standards with indicators for major job categories
(3) (b)	4 (2)	26, 40, 46, 51	5. Formative and summative processes
(3) (c) 2	4 (2) (a)	10	6. Immediate supervisor designated primary evaluator
(3) (c) 2	4 (2) (a)	10, 22	7. Third party observer process
(3) (c) 3	4 (2) (b)	10, 11	8. Observations conducted openly
	4 (2) (c)	10, 22	9. Alignment of growth plans with school/district improvement plans
	4 (2) (c)	10, 22	10. Annual review of growth plans
	4 (2) (d)	18	11. Provisions for Superintendent's professional growth pursuant to KRS 156.111
	4 (2) (e)	22	12. Conference within one week of observation
	4 (2) (e)	22	13. Summative conference includes all evaluation data
	4 (2) (f)	22	14. Annual evaluations with multiple observations for non-tenured certified personnel
	4 (2) (g)	22	15. Multiple observations for tenured teachers when observation is unsatisfactory
	4 (2) (h)	22	16. Summative evaluations for tenured teachers minimum of once every three years
	4 (2) (i)	45	17. Summative evaluations for administrators annually
	4 (2) (j)	18, 22	18. Evaluations (except Supt.) on approved forms to become part of official personnel file
	4 (2) (l)	18, 22	19. Opportunity for written response/become part of official file
	4 (2)(m)	22	20. Copy of evaluation provided to evaluatee
(3) (c) 5		57	21. Corrective action process

KRS 156.557 section	704 KAR 3:345 section	Page Number in District Plan where Evidenced* Teacher Forms	Administrator Forms	C. Teacher and Administrator Evaluation forms include:
	5 (1)	26	40, 46, 51	1. Specific descriptors or indicators that can be measured or observed and recorded
(2)		26	40	2. List of performance criteria for teachers and administrators:
(a)		26	40	• Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results
(b)		26	40	• Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research…, or school management skills based on validated managerial practices
(c)		26	40	• Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques
(d)		26	40	• Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences
(e)		26	40	• Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others
(f)		26	40	• Performance of duties consistent with school, community goals and administrative regulations
(g)		26	40	• Demonstration of use of resources, including technology
(h)		26	40	• Demonstration of professional growth
(i)		26	40	• Adherence to the professional code of ethics
(j)		26	40	• Attainment of other established EPSB standards not included in above
(6)				**D. Appeals process that includes:**
	7 (1)	68	68	1. Right to a hearing
	7 (2)	68	68	2. Opportunity to review all documentation submitted by both parties reasonably in advance
	7 (3)	68	68	3. Right to presence of chosen representative
	9	68	68	4. Opportunity to appeal to Kentucky Board of Education

*__Section C__ must also be completed for any evaluation forms used in addition to teacher forms or administrator forms. For example, if a specific form has been developed for use when evaluating media specialists, you must indicate the page number of the media specialist's evaluation form on which required components are evidenced.

Contents

Page

1 Assurances
2 Lincoln
9 Kentucky Regulations
12 Kentucky Statutes
16 District Policy
21 Code of Ethics
22 Evaluation Procedures
23 Performance Appraisal Process (flowchart)
24 Alternate Methods of Data Collection
25 Teacher Formative and Summative Evaluation
31 Technology Standards
40 Librarian Formative and Summative Evaluation
45 Administrator Appraisal Process (flowchart)
46 Administrator Formative and Summative Evaluation
51 Counselor/ Assessment Team Formative and Summative Evaluation
57 Stages of Professional Assistance
58 Professional Growth Plan
60 Stages of Development of Professional Development
61 Steps of the Assistance Plan
62 Intensive Assistance Plan
66 Employee Assistance Record
67 Assistance Team Log of Activities
68 Appeals Process

ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Lincoln School District hereby assures the Commissioner of Education that:

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

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

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

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on July 9, 2009.

Larry K Woods — 7-9-09

Signature of District Superintendent — Date

X — 7-9-09

Signature of Chairperson, Board of Education — Date

RECORD OF BOARD PROCEEDINGS
(MINUTES)

Stanford, KY July 9, 2009

The Lincoln County Board of Education met Thursday, July 9, 2009 at 6:30 in the central office board room with the following members present: Jim Kelley, Tom Blankenship, Denny Hogue, Tim Jackson and Eddie Whittemore.

Jim Kelley, Board Chairman, called the meeting to order at 6:30 P.M.

Board Order No. 1 Set Agenda

Upon a motion by Tom Blankenship and seconded by Denny Hogue, the board set the agenda with the following changes: Under Consent Agenda – 8e. – Permissions – add 15. Hire Architect for renovation projects. And 16. Permission to purchase vehicle/bus for Head Start.

Mr. Blankenship, Mr. Hogue, Mr. Kelley, Mr. Jackson and Mr. Whittemore voted yes.

Board Order No. 2 Minutes

Upon a motion by Eddie Whittemore and seconded by Tim Jackson, the board approved the June 11, 2009 minutes as presented.

Mr. Whittemore, Mr. Jackson, Mr. Kelley, Mr. Hogue and Mr. Blankenship voted yes.

TREASURER'S REPORT

Board Order No. 3 Salaries and Claims

Upon a motion by Tom Blankenship and seconded by Tim Jackson, the board approved the salaries and claims.

Mr. Blankenship, Mr. Jackson, Mr. Kelley, Mr. Hogue and Mr. Whittemore voted yes.

Mr. Jackson asked if the purchasing limit was going to change. Mr. Kelley said it would be talked about later when they got to the policy revisions. Mr. Kelley did go on to say that he liked it being at $3,000 because it gave the board members a better feel for what was being spent. He said that was just his opinion. It would be discussed later in the meeting.

Board Order No. 4 Purchases over $3,000

Upon a motion by Tim Jackson and seconded by Eddie Whittemore, the board approved the following purchases:

1. Thoughtful Education training materials - $5,890 – Title 1 Funds – P. Hart
2. KSBA Policy/Procedure Fees - $4,780.
3. School Improvement Network - $10,450. – P. Hart
4. Technology Equipment for Crab Orchard - $34,100. – D. Tomilson
5. Discovery Education Assessment - $26,071.90 – P. Hart
6. Lightspan Reading Program - $26,100. – D. Tomilson
7. PSST – Subscription Pkg. - $4,745. – G. Rubado
8. Head Sprout Early Reading Technology Program – $3,051.03 – ESS Funds – M. Hafley
9. Lenovo - $5,005. – T. Cress
10. Technology purchase for Sixth Grade Center - $44,000 – S. Faulkner
11. Purchase student agenda/planners - $4,500 – D. Sims
12. Classroom supplies from Lakeshore - $12,000 – J. Berry
13. Classroom supplies from Kaplan - $12,000 – J. Berry
14. Classroom carpet from Majors Floor Covering - $6,000 – J. Berry
15. Office supplies from Danville Office - $12,000 – J. Berry
16. Dual Credit Project - $22,212.90 – G. Rubado
17. KSBA Unemployment Deficit Billing - $37,467.23 – G. Rubado
18. Online School Safety Trainings - $6,570 – E. Stone
19. Powell Walton Milward - $243,672. – G. Rubado
20. KY Medical Services - $10,750. – E. Stone
21. Dell Computer - $91,575. – Stimulus Money – T. Ralston
22. Voice Mail System at LCHS - $3,300. – P.D. Roller
23. Motor for cooling tower at Vo-Tech - $4,160. – P.D. Roller
24. American Fire – proposed repairs - $4,308.58 – P.D. Roller
25. Purchase of Math Textbooks for Waynesburg - $18,557.22 – M. Upchurch

Mr. Jackson, Mr. Whittemore, Mr. Kelley, Mr. Hogue and Mr. Jackson voted yes.

SUPERINTENDENT'S REPORT

The board reviewed the report on personnel, Site Based Decision Making Minutes and Policy Council Minutes. Mr. Woods welcomed Jimmy Dyehouse, the new principal at the Sixth Grade Center. He reported that it has been a very busy summer. The Atlanta Conference was very beneficial. He also reported that our bonding potential has increased by a million. And that we have 14 student workers in the district this summer.

COMMUNICATION

Nancy Wilcher presented a review of the 2004-2009 Reading First Report.

CONSENT AGENDA

Board Order No. 5 Consent Agenda

Upon a motion by Tom Blankenship and seconded by Tim Jackson, the board approved the following:

a. Trips
   1. 2009 Alternate ACCESS Summer Workshop – Aug. 10-11, 2009 – Wisconsin – T. Cress

b. Facility requests
   1. Underwood Auditorium – KY State Body Building Championship – Aug. 1, 2009 –

c. Fundraisers
   1. Harlem Wizards – Oct. 29, 2009 – C. Benson

d. Leaves
   1. Medical leave beginning Aug. 5 – Sept. 8, 2009

e. Permissions
   1. Permission to hire emergency certified substitute teachers.
   2. Permission to declare books as surplus and sell or donate.
   3. Permission to accept additional Migrant Summer School Funds in the amount of $8,500. (T. Cress)
   4. Permission to upgrade Pitney Bowes Postage Machine. (G. Rubado)
   5. Permission to contract with legal council.
   6. Permission to apply for Program Improvement and T/TA funds in the amount of $125,000. (J. Berry)
   7. Permission to apply for Program Improvement and T/TA funds in the amount of $96,000. (J. Berry)
   8. Permission to contract for program services. (J. Berry)
   9. Permission to participate in the Child and Adult Feeding Program. (J. Berry)
   10. Permission to contract with local doctors and dentists. (J. Berry)
   11. Permission to contract with Teaching Strategies, Inc. in the amount of $5,472. for the 2009-2010 school year. (J. Berry)
   12. Permission to contract with Bluegrass Regional Mental Health-Mental Retardation Board for $7,000. (J. Berry)
   13. Permission to enter into an agreement to provide professional development for teaching staff. (J. Berry)
   14. Permission to utilize funding from Lincoln County Health Department to create three full-time RN positions. (E. Stone)
   15. Hire architect for renovation projects.
   16. Permission to purchase a vehicle/bus for Head Start

Mr. Blankenship, Mr. Jackson, Mr. Kelley, Mr. Hogue and Mr. Whittemore voted yes.

STUDENT ACADEMIC SERVICES

Board Order No. 6 Emergency Certificate

Upon a motion by Eddie Whittemore and seconded by Tim Jackson, the board approved a temporary emergency certificate for a Spanish Teacher at LCHS.

Mr. Whittemore, Mr. Jackson, Mr. Kelley, Mr. Hogue and Mr. Blankenship voted yes.

Board Order No. 7 MOA for Dual Credit

Upon a motion by Denny Hogue and seconded by Tim Jackson, the board accepted the MOA for Dual Credit between EKU and Lincoln County Schools.

Mr. Hogue, Mr. Jackson, Mr. Kelley, Mr. Blankenship and Mr. Whittemore voted yes.

Board Order No. 8 Gifted/Talented Policy 08.132

Upon a motion by Tom Blankenship and seconded by Tim Jackson, the board approved the 2nd. Reading of revisions to Gifted/Talented Policy 08.132 and revisions to Gifted Talented Procedures 08.132 AP.

Mr. Blankenship, Mr. Jackson, Mr. Kelley, Mr. Hogue and Mr. Whittemore voted yes.

Board Order No. 9 Code of Acceptable Behavior Handbook

Upon a motion by Tim Jackson and seconded by Eddie Whittemore, the board approved the 2009-2010 Code of Acceptable Behavior and Discipline Handbook with the changes, and approved the full page printing cost of $6,835.28.

Mr. Jackson, Mr. Whittemore, Mr. Kelley, Mr. Hogue and Mr. Blankenship voted yes.

STUDENT SUPPORT SERVICES

Board Order No. 10 Pupil Transportation Administrative Procedures

Upon a motion by Denny Hogue and seconded by Eddie Whittemore, the board approved the 2nd reading of Pupil Transportation Dept. Administrative Procedures.

Mr. Hogue, Mr. Whittemore, Mr. Kelley, Mr. Jackson and Mr. Blankenship voted yes.

Board Order No. 11 Evaluation Procedures

Upon a motion by Tom Blankenship and seconded by Eddie Whittemore, the board approved the 2nd reading of revisions to the Evaluation Procedures 3.18 AP.11 and 3.18 AP.21.

Mr. Blankenship, Mr. Whittemore, Mr. Kelley, Mr. Hogue and Mr. Jackson voted yes.

Board Order No. 12 KSBA Policies

Upon a motion by Tim Jackson and seconded by Eddie Whittemore, the board approved the 2nd. Reading of KSBA Policy Updates and Procedures.

Mr. Jackson, Mr. Whittemore, Mr. Kelley, Mr. Hogue and Mr. Blankenship voted yes.

Board Order No. 13 Certified Evaluation Plan

Upon a motion by Tim Jackson and seconded by Denny Hogue, the board approved the Certified Evaluation Plan.

Mr. Jackson, Mr. Hogue, Mr. Kelley, Mr. Blankenship and Mr. Whittemore voted yes.

Board Order No. 14 Access to Electronic Media

Upon a motion by Eddie Whittemore and seconded by Tom Blankenship, the board approved the 2nd reading of revised Policy 08.2323 – Access to Electronic Media.

Mr. Whittemore, Mr. Blankenship, Mr. Kelley, Mr. Hogue and Mr. Jackson voted yes.

Board Order No. 15 Acceptable Use Policy Agreement

Upon a motion by Tim Jackson and seconded by Eddie Whittemore, the board approved the Acceptable Use Policy Agreement.

Mr. Jackson, Mr. Whittemore, Mr. Kelley, Mr. Hogue and Mr. Blankenship voted yes.

The board gave 1st. reading to the following policy revisions:

- **01.5 – School Board Policies**
- **02.44 – Accountability**
- **02.442 – School Improvement Plan**
- **03.123 – Leaves and Absences**
- **03.1232 – Sick Leave**
- **03.13251 –Certified Drug-Free/Alcohol-Free Schools**
- **03.1912 – Effective Instructional Leaders' Training (EILA)**
- **03.23251 – Classified Drug-Free/Alcohol-Free Schools**
- **04.32 - Purchasing**
- **05.48 – Weapons**
- **06.32 – Eligibility for Transportation**

08.1 – Curriculum
08.11 – Course of Study
08.12 – Instructional Organization
08.133 – Extended School/Supplemental Educational Services
08.1346 – Physical Education
08.221 – Grading
09.423 – Use of Alcohol, Drugs and Other Prohibited Substances
09.4294 – Driver's License Revocation
09.4341 – Alternative Education Program

The board reviewed the following Administrative Procedures:

02.442 AP.2 – Improvement Planning Calendar
02.442AP.21 – School Improvement Plan Reports
03.112AP.22 – NCLB Qualification Notification
03.121AP.1 - Salaries
03.121AP.24 – Change in Rank/Licensure
03.1232AP.1 – Sick Leave Donation Program
03.1232AP.22 – Request to Receive Donated Sick Leave
03.18AP.21 – Evaluation Appeal Form
06.32AP.1 – Eligibility for Transportation
08.2322AP.21 – Request for Reconsideration of Inst./Library Materials
08.2322Ap.22 – Staff/School Council Reconsideration of Inst./Library Materials
09.213AP.13 – Prevention/Control MRSA in Schools
09.423AP.1 – Student Drug and Alcohol Testing Procedures

Board Order No. 16 Gym Roof at Highland

Upon a motion by Tim Jackson and seconded by Denny Hogue, the board approved installation of a new roof on the gym at Highland Elem at an approximate cost of $6,500.

Mr. Jackson, Mr. Hogue, Mr. Kelley, Mr. Blankenship and Mr. Whittemore voted yes.

Board Order No. 17 Security System at Central Office

Upon a motion by Tim Jackson and seconded by Eddie Whittemore, the board approved installing a security system at the central office at an approximate cost of $6,000.

Mr. Jackson, Mr. Whittemore, Mr. Kelley, Mr. Blankenship and Mr. Hogue voted yes.

Mr. Kelley commented on the first paperless board meeting. He thought everything went very well. Each month we will perfect it more.

Board Order No. 18 Executive Session

Upon a motion by Eddie Whittemore and seconded by Tim Jackson, the board voted to go into executive session at 7:25 P.M to discuss student contracts and the superintendent's evaluation.

Mr. Whittemore, Mr. Jackson, Mr. Kelley, Mr. Blankenship and Mr. Hogue voted yes.

The board returned at 9:00 P.M.

Board Order No. 19 Student Contracts and Supt's Evaluation

Upon a motion by Tom Blankenship and seconded by Denny Hogue, the board took the following action:

Student	Release From	To Attend	Grade	School
	Lincoln	Boyle	10	BCHS
	Lincoln	Boyle	2	Woodlawn
	Lincoln	Somerset	10	SHS
	Garrard	Lincoln	K	Crab Orchard
	Casey	Lincoln	1	Hustonville
	Casey	Lincoln	K	Hustonville
	Boyle	Lincoln	6	Sixth Grade
	Boyle	Lincoln	2	Stanford

Mr. Blankenship, Mr. Hogue, Mr. Kelley, Mr. Whittemore and Mr. Jackson voted yes.

Board Order No. 20 Adjourn

Upon a motion by Eddie Whittemore and seconded by Tom Blankenship, the board voted to adjourn at 9:01 P.M.

Mr. Whittemore, Mr. Blankenship, Mr. Kelley, Mr. Hogue and Mr. Jackson voted ys.

Jim Kelley, Chairman **Gail Isaacs, Secretary**

Kentucky Administrative Regulations

TITLE 704
EDUCATION, ARTS, AND HUMANITIES CABINET KENTUCKY BOARD OF EDUCATION DEPARTMENT OF EDUCATION OFFICE OF LEARNING PROGRAMS DEVELOPMENT

704 KAR 3:345. Evaluation guidelines.

RELATES TO: KRS 156.557
STATUTORY AUTHORITY: KRS 156.070, 156.557(3)(c)
NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.557(3)(c) requires the Kentucky Board of Education to develop written guidelines for local school districts to follow in developing and implementing an evaluation system for certified employees. This administrative regulation establishes the requirements for the evaluation programs and policies of local school districts.

Section 1. Definitions. (1) "Administrator" means a certified staff person who devotes the majority of his employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20.

(2) "Conference" means a meeting involving the evaluator and the certified employee being evaluated for the purposes of providing feedback from the evaluator, analyzing the results of an observation or observations and other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.

(3) "Evaluation" means:

(a) 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, and based on predetermined criteria, through periodic observation and other documentation including a portfolio, peer review, product or performance; and

(b) The establishment and monitoring of a professional growth plan.

(4) "Formative evaluation" is defined by KRS 156.557(3)(b)1.

(5) "Indicators" means measurable or observable behaviors and outcomes that demonstrate performance criteria.

(6) "Job category" means a group or class of positions with closely related functions (e.g., principal, coordinator, director).

(7) "Observation" means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.

(8) "Other support staff" means certified staff other than teacher or administrator.

(9) "Performance criteria" means performance areas, skills, or outcomes on which the certified employee shall be evaluated based on position and the district plan.

(10) "Position" means a professional role in the school district (e.g., teacher, secondary principal, supervisor of instruction).

(11) "Professional growth plan" means an individualized plan that includes:

(a) Goals for enrichment and development that are established by the person being evaluated with the assistance of an evaluator;

(b) Objectives, a plan for achieving the objectives, and a method for evaluating success; and

(c) Alignment with the specific goals and objectives of the school improvement plan or the district improvement plan; and

(d) Identification of school and district resources within available funds to accomplish the goals.

(12) "Standards of performance" means acceptable qualitative or quantitative level of performance expected of effective teachers or administrators.

(13) "Summative evaluation" is defined by KRS 156.557(3)(b)2.

(14) "Teacher" means a certified staff person who directly instructs students.

Section 2. Each local school district shall have an evaluation plan and procedures approved by the Kentucky Department of Education. Approval of the plan and procedures shall be for the purpose of certification as to the compliance of each specific school district's evaluation plan with the guidelines established in this administrative regulation.

Section 3. The local school district shall have a written policy for the evaluation of all certified employees consistent with KRS 156.557.

Section 4. (1) An evaluation committee consisting of equal numbers of teachers and administrators shall develop evaluation procedures and forms for certified positions below the level of the district superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education. The evaluation procedures and forms shall be designed to foster professional growth and to support individual personnel decisions.

(2) The procedures shall provide for both formative evaluation and summative evaluation and shall include the following elements:

(a) The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content 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.

(b) The monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The local district may determine the length and frequency and nature of observations conducted by an evaluator.

(c) 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.

(d) The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.

(e) Evaluation shall include a formative evaluation conference between the evaluator and the person evaluated within one (1) work week following each observation. In addition, the summative evaluation conference shall be held at the end of the evaluation cycle and include all evaluation data.

(f) Evaluation with multiple observations shall occur annually for each nontenured certified employee. The formative data collected during the beginning teacher internship period may be utilized in summative evaluation of the intern.

(g) Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory.

(h) Summative evaluation shall occur a minimum of once every three (3) year period for each tenured teacher.

(i) Summative evaluation shall occur annually for an administrator.

(j) The evaluation of a certified employee below the level of the district superintendent shall be in writing on an evaluation form developed pursuant to subsection (1) of this section and become a part of the official personnel record.

(k) The observations shall include documentation of information to be used in determining the performance of the evaluatee.

(l) The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.

(m) A copy of the evaluation shall be provided to the evaluatee.

Section 5. (1) The evaluation form shall include a list of performance criteria characteristic of effective teaching or administrative practices. Under each criterion, specific descriptors or indicators that can be measured or observed and recorded shall be listed. Additionally, standards of performance shall be established for each criterion. The performance criteria shall include those that apply to the employee being evaluated and that are identified within KRS 156.557(2).

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

(3) An evaluation form or instrument shall be specific for each position or job category. Other forms for observation and pre- and postconferences may be used at the discretion of the local district.

Section 6. (1) The primary evaluator, with the exception of a district board of education member, shall be trained, tested, and approved as an evaluator by the Kentucky Department of Education.

(2) Training shall:

(a) Include skill development in the use of the local evaluation process. Each local district shall conduct this training;

(b) Include skill development in the identification of effective teaching and management practices, effective observation and conferencing techniques, establishing and assisting with a certified employee professional growth plan, and summative evaluation techniques relative to the academic expectations in 703 KAR 4:060. This training shall be conducted by a provider who has been approved by the Kentucky Department of Education as a trainer for the Instructional Leadership Improvement Program;

(c) Be provided by the Kentucky Department of Education for all new administrators who are designated as evaluators. Other administrators who have not received training in the skill areas listed in paragraph (b) of this subsection may participate also; and

(d) Be approved as a part of the evaluation plan and procedures submitted to the Kentucky Department of Education.

(3) Testing shall:

(a) Include a cognitive test of research-based and professionally accepted teaching and management practices and effective evaluation techniques listed in subsection (2)(b) of this section; and

(b) Be conducted by the Kentucky Department of Education or an individual or agency approved by the Kentucky Department of Education.

(4) Initial approval as an evaluator shall be issued by the Kentucky Department of Education upon completion of the required evaluation training program and successful completion of testing.

(5)(a) Continued approval as an evaluator shall be contingent upon the completion of a minimum of twelve (12) hours of evaluation training every two (2) years.

(b) This training shall be in any one, or a combination, of the following skill areas:

1. Use of the local evaluation process;
2. Identification of effective teaching and management practices;
3. Effective observation and conferencing techniques;
4. Establishing and assisting with certified employee professional growth plans;
5. Summative evaluation techniques; or
6. Completion of training or update training in the Kentucky Teacher Internship Program in 704 KAR 20:690 or Kentucky Principal Internship Program in 704 KAR 20:470 not to exceed six (6) hours per two (2) year cycle.

(6) Each local district shall designate a contact person responsible for monitoring evaluation training and implementing the evaluation plan.

Section 7. For an appeal to the local evaluation appeals panel, each local evaluation plan shall provide for the following:

(1) Right to a hearing as to every appeal;

(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

(3) Right to presence of evaluatee's chosen representative.

Section 8. (1) The local board of education shall review as needed the evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation.

(2) If a substantive change is made to the evaluation plan, the local board of education shall utilize the evaluation committee, as provided for in Section 4(1) of this administrative regulation, in formulating the revision.

(3) Examples of substantive change shall include a change in:

(a) Cycle;

(b) Observation frequency;

(c) A form; or

(d) An appeal procedure.

(4) A revision to the plan shall be reviewed and approved by the local board of education and submitted to the Kentucky Department of Education for approval.

Section 9. (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(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 not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

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

(c) A brief, written statement, and other document 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. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

156.557 Standards for improving performance of certified school personnel -- Criteria for evaluation -- Content of programs -- Administrative regulations -- Waiver for alternative plan -- Appeals -- Exemptions -- Review of evaluation systems -- Assistance to improve evaluation systems.

(1) The Kentucky Board of Education shall establish statewide standards for evaluation and support for improving the performance of all certified school personnel.

(2) The performance criteria on which teachers and administrators shall be evaluated shall include, but not be limited to:

(a) Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results;

(b) Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research-based instructional practices, or school management skills based on validated managerial practices;

(c) Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques;

(d) Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences;

(e) Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others;

(f) Performance of duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations;

(g) Demonstration of the effective use of resources, including technology;

(h) Demonstration of professional growth;

(i) Adherence to the professional code of ethics; and

(j) Attainment of the teacher standards or the administrator standards as established by the Education Professional Standards Board that are not referenced in paragraphs (a) to (i) of this subsection.

(3) The certified employee evaluation programs shall contain the following provisions:

(a) Each certified school employee, including the superintendent, shall be evaluated by a system developed by the local school district and approved by the Kentucky Department of Education.

(b) The local evaluation system shall include formative evaluation and summative evaluation.

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

2. "Summative evaluation" means the summary of, and conclusions from, the evaluation data, including formative evaluation data, that:

a. Occur at the end of an evaluation cycle; and

b. Include a conference between the evaluator and the evaluated certified employee, and a written evaluation report.
(c) The Kentucky Board of Education shall adopt administrative regulations incorporating written guidelines for a local school district to follow in developing, implementing, and revising the evaluation system and shall require the following:
1. All evaluations of certified employees below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators;
2. The immediate supervisor of the certified school employee shall be designated as the primary evaluator. At the request of a teacher, observations by other teachers trained in the teacher's content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers;
3. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee;
4. Evaluators shall be trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school employees and in the use of the school district evaluation system;
5. The evaluation system shall include a plan whereby the person evaluated is given assistance for professional growth as a teacher or administrator. The system shall also specify the processes to be used when corrective actions are necessary in relation to the performance of one's assignment; and
6. The training requirement for evaluators contained in subparagraph 4. of this paragraph shall not apply to district board of education members.
(4) A local district may request from the Kentucky Department of Education a waiver from the guidelines and administrative regulations promulgated by the Kentucky Board of Education as required in subsection (3)(c) of this section in order to implement an alternative evaluation plan for employees on continuing contracts. The department shall grant a waiver if the alternative plan provides for a three (3) phase certified employee evaluation plan that includes:
(a) Phase One: Evaluation for Professional Growth.
1. Evaluation is based on a wide array of relevant sources and directed toward general and specific recommendations for improvement; and
2. Evaluation does not include documentation that might adversely affect employment status.
(b) Phase Two: Transition.
1. Evaluation is for the purpose of intensive scrutiny of job performance;

2. Evaluation includes documentation that may lead to adverse employment decisions;
3. Assistance and support for improvement shall be provided by the school district; and
4. Placement of an individual in the transition phase shall not be subject to appeal, but the employee shall be notified of the decision in writing.
(c) Phase Three: Evaluation for Deficiency.
1. Notwithstanding KRS 161.760, written notice of potential termination, reduction of direct classroom responsibility, or other adverse actions and conditions for job retention are given the employee;
2. A clear time frame for proposed actions is provided the employee; and
3. The summative evaluation is subject to appeal.
An alternative plan for the evaluation of certified personnel shall be proposed to the Kentucky Department of Education if the local district evaluation committee is in support of the plan. Training necessary to implement the alternative plan shall be provided to the principals, supervisory personnel, and the employees to be evaluated. The local district shall provide support to implement the plan. The department shall provide technical assistance to districts wishing to develop alternative evaluation plans.
(5) The Kentucky Board of Education shall establish an appeals procedure for certified school employees who believe that the local school district failed to properly implement the approved evaluation system. The appeals procedure shall not involve requests from individual certified school employees for review of the judgmental conclusions of their personnel evaluations.
(6) The local board of education shall establish an evaluation appeals panel for certified personnel that shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation. In districts that have adopted an alternative evaluation plan under subsection (4) of this section, the appeal shall only apply to the summative evaluation of Phase Three.
(7) Local school districts with an enrollment of sixty-five thousand (65,000) or more students shall have an evaluation system but shall be exempt from procedures or processes described in this section as long as the plan meets the standards established by the Kentucky Board of Education for local school district evaluation systems. The local plan shall include an appeals process for employees who believe they were not fairly evaluated.
(8) Between July 15, 2000, and June 30, 2001, each school district shall review its local evaluation system to assure that the system is working effectively and to make changes to improve its system.
(9) Beginning with the 2001-2002 school year, and in subsequent years, the Kentucky Department of Education shall annually provide for on-site visits by trained personnel to a minimum of fifteen (15) school districts to review and ensure

appropriate implementation of the evaluation system by the local school district. The department shall provide technical assistance to local districts to eliminate deficiencies and to improve the effectiveness of their evaluation systems. The department may implement the requirement in this subsection in conjunction with other requirements, including, but not limited to, the scholastic audit process required by KRS 158.6455.

Effective: July 14, 2000

History: Created 2000 Ky. Acts ch. 527, sec. 4, effective July 14, 2000.

Evaluation

DEVELOPMENT AND APPROVAL

The Board and Superintendent shall develop procedures and forms for the evaluation of the Superintendent in compliance with applicable statues and regulations.

FREQUENCY OF EVALUATION

The Superintendent shall be evaluated annually in writing by the Board as early as practical in the calendar year. The evaluation criteria and evaluation process to be used shall be explained to and discussed with the Superintendent no later than the end of the first month of reporting for employment for each fiscal year.

REFERENCES:

KRS 156.557
704 KAR 3:345

RELATED POLICY:

03.18

Adopted/Amended: 08/09/01
Order #: 47

- CERTIFIED PERSONNEL -

Evaluation

DEVELOPMENT OF SYSTEM

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

PURPOSES

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

NOTIFICATION

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year.

REVIEW

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

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

APPEAL PANEL

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

ELECTION

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

TERMS

All terms of panel members and alternates shall be for three (3) years and run from September 1 to August 30. Members may be reappointed or reelected.

CHAIRPERSON

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

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within ten (10) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

Evaluation

APPEAL FORM

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

CONFLICTS OF INTERESTS

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

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

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

BURDEN OF PROOF

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

HEARING

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

PANEL DECISION

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline beyond April 25th shall be granted without written approval of the Superintendent.

SUPERINTENDENT

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary.

REVISIONS

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

REFERENCES:

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

RELATED POLICIES:

[2]03.15, 02.14, 03.16

Adopted/Amended: 7/13/06
Order #: 13

-CERTIFIED PERSONNEL-

Evaluation Committee

EVALUATION COMMITTEE TASKS

The following tasks have been completed by the Evaluation Committee, which shall consist of equal numbers of teachers and administrators:

- ☐ Developing the processes to be used in formative and summative evaluations for certified positions below the level of District Superintendent.
- ☐ Developing all forms associated with the evaluation process.
- ☐ Establishing a procedure for certified employees to review their summative evaluation.
- ☐ Developing plan for providing assistance to certified employees in formulating their professional growth plans.

TRAINING OF EVALUATORS

In meeting the evaluation requirements of KRS 156.557, primary evaluators shall demonstrate competency in the following:

- ☐ Effective teaching practices,
- ☐ Techniques of classroom observation,
- ☐ Conducting conferences,
- ☐ Techniques for assisting in the development of professional growth plans,
- ☐ Conducting summative evaluations, and
- ☐ Using the District's evaluation forms.

FREQUENCY OF SUMMATIVE EVALUATIONS

At a minimum, summative evaluations shall occur on a schedule as specified below:

Position	Annually	Every two (2) years	Every three (3) years
Superintendent	X		
Administrators	X		
Nontenured	X		
Tenured			X

Review/Revised:7/30/2001

- CLASSIFIED PERSONNEL -

Evaluation

Each classified employee shall be evaluated at least once each year for the first four (4) years of employment. After the fourth year, the employee shall be evaluated no less than once every three (3) years. This evaluation shall be performed by the Principal and/or the immediate supervisor and shall be based upon a formal procedure approved by the Superintendent. The evaluator will share and discuss the evaluation report with the employee. The employee shall have the right to comment in writing on the evaluation report. The evaluation report shall be filed by the Principal in the Central Office.

A Contract Recommendation Form must be filed annually by the Principal in Central Office on all employees prior to renewal of their contracts.

Adopted/Amended: 12/14/95

Order #: 223

APPENDIX A
16 KAR 1:020
PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL CERTIFIED PERSONNEL

Section 1. Certified personnel in the Commonwealth:

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

To Students

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

To Parents

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

To the Education Profession

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

Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 16 KAR :030. (21 Ky.R. 2344; eff. 5-4-95.)

Lincoln County Schools Certified Evaluation Procedures

Within the first 30 days of employment:

- All evaluators will be trained in how to use the plan and how to present the plan to the evaluatees.
- Evaluators will then train all evaluatees on the evaluation plan and that all observations will be included in the summative evaluation, including but not limited to: technology instrument, anecdotal records, formative instrument, work samples, lesson plans, assessments, e-mails, and etc.
- Notify employees who will be evaluated this year.

Due April 20th:

1. Alphabetical List of certified staff – followed by a summative evaluation and completed growth plan for each employee (in alphabetical order).

2. Summative Evaluation – All certified employees will have a summative evaluation annually that will include all observation data.

3. Growth Plan - All certified employees must develop and review a growth plan annually. Growth Plans will be aligned to the District Improvement Plan. The completed and signed growth plan is submitted at the end of each year to be filed in the personnel file at the central office.

- Tenured certified employees are formally observed no less than once (each semester of the observation year) every three years.
- Non-tenured certified personnel will be formally observed each year (each semester).
- Every employee shall have the opportunity to respond in writing to their evaluations and will be included in the personnel file and will receive a copy of all evaluations.
- There can be multiple observations of any certified employee for unsatisfactory observations.

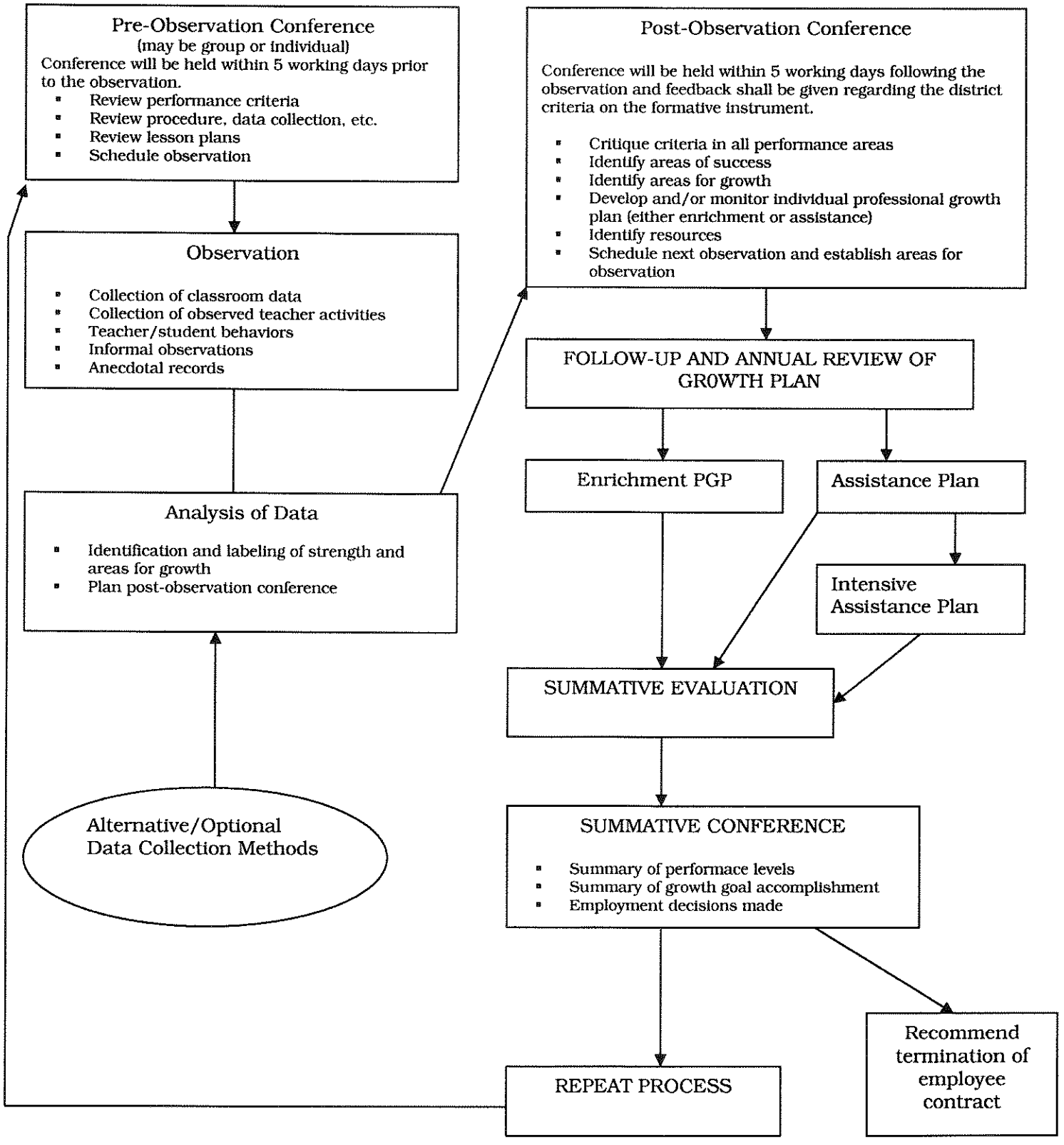
Due April 25th:

Intern teachers will be evaluated according to the Kentucky Internship Program and this will serve as their summative evaluation on or before April 20th.

Performance Appraisal Process

The evaluation process will include multiple observations for non-tenured teachers and change of placement teachers and a minimum of one observation each semester for tenured teachers on a three year cycle. Other formative data collection activities will culminate in the completion of the district's summative evaluation form. The individual professional growth plan is reviewed and/or completed annually and is aligned with the school and district consolidated plans. There will be multiple observations for tenured employees with unsatisfactory observations may be utilized and the Elementary and Secondary Supervisors will be used as 3rd party observers.

Formative Evaluation



ALTERNATE/OPTIONAL METHODS OF DATA COLLECTION

Section 5 of KRS156.101 provides for evaluation procedures and forms to be designed to foster professional growth. This regulation also provides encouragement and incentives for certified, tenured school personnel to improve their performance. To promote effective interpersonal, communication, and collaboration skills among peers and subordinates, consideration of some alternative/optional ways of data collection may be used.

These alternative methods of gathering data MUST BE BOTH ACCEPTABLE AND AGREED UPON BY THE EVALUATOR AND THE EVALUATEE to be a productive way of appraising performance. Alternative/optional methods may include:

- Self-assessments: Evaluatees may complete ratings/reflections on a particular performance or performances and discuss them in a post-observation conference. Journals may be useful in this process.

- Collaborative assessments: Collaborating teachers, primary teams, departmental teams, etc. may use the district's data collection forms during observation in order to gather data for discussion. Evaluator's may choose to gather data for a formal or informal observation by observing the team as they work together.

- Professional portfolios: Evaluatees may choose to develop a professional portfolio. This may include:

Transcripts
Certification
Job History
Units Developed
Writing
Projects
Lesson Plans
Individual Professional Growth Plans
Grants Written
Transformation Plan Goals and Individual Activities
Self-Assessments
Surveys
Formative Observations
Summative Evaluations
Video Segment of Performance
Special Recognitions, etc.
Use of Technology
Computer Programs
Other Work Samples

**** Note: Peers are involved in the growth process, not in the evaluations.

LINCOLN COUNTY - CERTIFIED TEACHER EVALUATION
TEACHER PERFORMANCE RECORD

5/14/2009

Teacher's Name _____

YEARS OF EXPERIENCE _____ GRADE LEVEL _____

School _____ # _____ District _____ # _____

Observer's Name _____

Observation 1 (First Semester)

Date of Observation _____

Subject Area Observed _____ Type of Classroom _____

Ages/Grades of Students _____ Number of Students in Class _____ Number of Students having IEP _____ Number of Students having GSSP _____ Number of Students having LEP _____

The signatures below verify that the analytic scores and feedback and holistic score for each Standard have been discussed with the teacher.

Observer's Signature _____

Teacher's Signature _____

Observation 2 (Second Semester)

Date of Observation _____

Subject Area Observed _____ Type of Classroom _____

Ages/Grades of Students _____ Number of Students in Class _____ Number of Students having IEP _____ Number of Students having GSSP _____ Number of Students having LEP _____

The signatures below verify that the analytic scores and feedback and holistic score for each Standard have been discussed with the teacher.

Observer's Signature _____

Teacher's Signature _____

Observation 3 (Additional Observation If Needed)

Date of Observation _____

Subject Area Observed _____ Type of Classroom _____

Ages/Grades of Students _____ Number of Students in Class _____ Number of Students having IEP _____ Number of Students having GSSP _____ Number of Students having LEP _____

The signatures below verify that the analytic scores and feedback and holistic score for each Standard have been discussed with the teacher.

Observer's Signature _____

Teacher's Signature _____

TEACHER PERFORMANCE RECORD

1ST OBSERVATION DATE: _____ PRE / POST CONFERENCE DATES: _____
2ND OBSERVATION DATE: _____ PRE / POST CONFERENCE DATES: _____

(SCRIPTING IS DONE ON SEPARATE SHEET AND PROVIDED WITH TPR TO TEACHER)

Standards/Performance Criteria	FIRST OBSERVATION Performance/Product/Portfolio Ratings **NOTE: *More than one (1) rating may be checked			SECOND OBSERVATION Performance/Product/Portfolio Ratings **NOTE: *More than one (1) rating may be checked		
STANDARD 1: Demonstrates Applied Content Knowledge	Demonstrated	Partially Demonstrated	Not Demonstrated	Demonstrated	Partially Demonstrated	Not Demonstrated
.1. Communicates concepts, processes and knowledge	☐	☐	☐	☐	☐	☐
.2. Connects content to life experiences of students	☐	☐	☐	☐	☐	☐
.3. Demonstrates instructional strategies that are appropriate for content and contribute to student learning	☐	☐	☐	☐	☐	☐
.4. Guides students to understand content from various perspectives	☐	☐	☐	☐	☐	☐
.5. Identifies and addresses students' misconceptions of content	☐	☐	☐	☐	☐	☐
STANDARD 1 HOLISTIC SCORE	3	2	1	3	2	1
STANDARD 2: DESIGNS & PLANS INSTRUCTION	Demonstrated	Partially Demonstrated	Not Demonstrated	Demonstrated	Partially Demonstrated	Not Demonstrated
.1 Develops significant objectives aligned with standards	☐	☐	☐	☐	☐	☐
.2 Uses contextual data to design instruction relevant to students	☐	☐	☐	☐	☐	☐
.3 Plans assessments to guide instruction and measure learning objectives	☐	☐	☐	☐	☐	☐
.4 Plans instructional strategies and activities that address learning objectives for all students.	☐	☐	☐	☐	☐	☐
.5 Plans instructional strategies and activities that facilitate multiple levels of learning.	☐	☐	☐	☐	☐	☐
STANDARD 2 HOLISTIC SCORE	3	2	1	3	2	1
STANDARD 3: CREATES & MAINTAINS LEARNING CLIMATE	Demonstrated	Partially Demonstrated	Not Demonstrated	Demonstrated	Partially Demonstrated	Not Demonstrated
.1 Communicates high expectations	☐	☐	☐	☐	☐	☐
.2 Establishes a positive learning environment	☐	☐	☐	☐	☐	☐
.3 Values and supports student diversity and addresses individual needs	☐	☐	☐	☐	☐	☐
.4 Fosters mutual respect between teacher and students and among students	☐	☐	☐	☐	☐	☐
.5 Provides a safe environment for learning.	☐	☐	☐	☐	☐	☐
STANDARD 3 HOLISTIC SCORE	3	2	1	3	2	1
STANDARD 4: IMPLEMENTS & MANAGES INSTRUCTION	Demonstrated	Partially Demonstrated	Not Demonstrated	Demonstrated	Partially Demonstrated	Not Demonstrated
.1 Uses a variety of instructional strategies that align with learning objectives and actively engage tudents						
.2 Implements instruction based on diverse student needs and assessment data	☐	☐	☐	☐	☐	☐
.3 Uses time effectively	☐	☐	☐	☐	☐	☐
.4 Uses space and materials effectively	☐	☐	☐	☐	☐	☐
.5 Implements and manages instruction in ways that facilitate higher order thinking	☐	☐	☐	☐	☐	☐
STANDARD 4 HOLISTIC SCORE	3	2	1	3	2	1
STANDARD 5: ASSESSES & COMMUNICATES LEARNING RESULTS	Demonstrated	Partially Demonstrated	Not Demonstrated	Demonstrated	Partially Demonstrated	Not Demonstrated
.1 Uses pre-assessments	☐	☐	☐	☐	☐	☐
.2 Uses formative assessments	☐	☐	☐	☐	☐	☐
.3 Uses summative assessments	☐	☐	☐	☐	☐	☐
.4 Describes, analyzes, and evaluates student performance data	☐	☐	☐	☐	☐	☐
.5 Communicates learning results to students and parents	☐	☐	☐	☐	☐	☐
.6 Allows opportunity for student self-assessment	☐	☐	☐	☐	☐	☐
STANDARD 5 HOLISTIC SCORE	3	2	1	3	2	1
STANDARD 6: DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY	Demonstrated	Partially Demonstrated	Not Demonstrated	Demonstrated	Partially Demonstrated	Not Demonstrated
.1 Uses available technology to design and plan instruction	☐	☐	☐	☐	☐	☐
.2 Uses available technology to implement instruction that facilitates student learning	☐	☐	☐	☐	☐	☐
.3 Integrates student use of available technology into instruction	☐	☐	☐	☐	☐	☐
.4 Uses available technology to assess and communicate student learning	☐	☐	☐	☐	☐	☐
.5 Demonstrates ethical and legal use of technology	☐	☐	☐	☐	☐	☐
STANDARD 6 HOLISTIC SCORE	3	2	1	3	2	1

STANDARD 7: REFELCTS ON AND EVALUATES TEACHING AND LEARNING	Demonstrated	Partially Demonstrated	Not Demonstrated	Demonstrated	Partially Demonstrated	Not Demonstrated
.1 Uses data to reflect on and evaluate student learning	☐	☐	☐	☐	☐	☐
.2 Uses data to reflect on and evaluate instructional practice	☐	☐	☐	☐	☐	☐
.3 Uses data to reflect on and identify areas for professional growth	☐	☐	☐	☐	☐	☐
STANDARD 7 HOLISTIC SCORE	3	2	1	3	2	1
STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS	Demonstrated	Partially Demonstrated	Not Demonstrated	Demonstrated	Partially Demonstrated	Not Demonstrated
.1 Identifies students whose learning was enhanced by collaboration	☐	☐	☐	☐	☐	☐
.2 Describes activities that engage all parties (8.3, 8.4))	☐	☐	☐	☐	☐	☐
STANDARDS 8 HOLISTIC SCORE	3	2	1	3	2	1
STANDARD 9: EVALUATES TEACHING & IMPLEMENTS PROFESSIONAL DEVELOPMENT	Demonstrated	Partially Demonstrated	Not Demonstrated	Demonstrated	Partially Demonstrated	Not Demonstrated
.1 Self assesses performance relative to Kentucky's Teacher Standards	☐	☐	☐	☐	☐	☐
.2 Identifies priorities for professional development based on self-assessment and student performance	☐	☐	☐	☐	☐	☐
.3 Designs a professional growth plan that addresses identified priorities (9.4)	☐	☐	☐	☐	☐	☐
STANDARD 9 HOLISTIC SCORE	3	2	1	3	2	1
STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION	Demonstrated	Partially Demonstrated	Not Demonstrated	Demonstrated	Partially Demonstrated	Not Demonstrated
0.1 Describes leadership initiatives that enhance student learning and/or school environment (10.2, 0.3, 10.4)	☐	☐	☐	☐	☐	☐
STANDARD 10 HOLISTIC SCORE	3	2	1	3	2	1
DISPOSITIONS RATING FORM	Target	At Standard	Below Standard	Target	At Standard	Below Standar
. Values Learning: Attendance	3	2	1	3	2	1
. Values Learning: Participation	3	2	1	3	2	1
. Values Learning: Preparation	3	2	1	3	2	1
. Values learning: Communication	3	2	1	3	2	1
: Values personal integrity: Emotional Control	3	2	1	3	2	1
. Values personal integrity: Ethical Behavior	3	2	1	3	2	1
. Values Diversity	3	2	1	3	2	1
. Values Collaboration	3	2	1	3	2	1
Values professionalism: Respect for school rules, policies, and norms	3	2	1	3	2	1
. Values professionalism: Commitment to self-reflection and growth	3	2	1	3	2	1
. Values professionalism: Professional Development and Involvement	3	2	1	3	2	1
. Values professionalism: Professional responsibility	3	2	1	3	2	1
SUB TOTAL PER COLUMN						
DISPOSITION RATING TOTAL (36 – 30 = 3, 29 – 18 = 2, 17 & Below = 1)	**Total Score**	**Rating**		**Total Score**	**Rating**	
Dispositions Rubric adapted from Wayda, V, & Lund, J (2005). Assessing dispositions: An unresolved challenge in teacher education; Teacher candidates may know their subject, but are they suited for the job? The Journal of Physical Education, Recreation & Dance, 76, p. 34						

***ADDITIONAL SCRIPTING / EVIDENCE SHEETS ARE ATTACHED AND HAVE BEEN GIVEN TO TEACHER.**

Teacher **Observer**

I am knowledgeable about the content of this Formative Conferencing Form and have had an opportunity to discuss this report in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with the content of this report.

(Signature of Evaluatee) (FIRST OBSERVATION - Date)

I have discussed the content of the Formative Conferencing Form with the evaluatee

(Signature of Evaluator) (FIRST OBSERVATION - Date)

I am knowledgeable about the content of this Formative Conferencing Form and have had an opportunity to discuss this report in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with the content of this report.

(Signature of Evaluatee) (SECOND OBSERVATION - Date)

I have discussed the content of the Formative Conferencing Form with the evaluatee

(Signature of Evaluator) (SECOND OBSERVATION - Date)

☐ FULL OBSERVATION YEAR
☐ SUMMATIVE ONLY YEAR

NUMBER OF DAYS USED FOR THE SCHOOL YEAR
_____SICK _____PERSONAL
_____EMERGENCY _____PRO DEV
_____JURY DUTY

LINCOLN COUNTY BOARD OF EDUCATION SUMMATIVE EVALUATION FOR TEACHERS

Name_____ School_____ Date_____
Dates of 1st Observation / Conference (First Semester)_____
Dates of 2nd Observation / Conference (Second Semester)_____

Teacher Standards	Meet	*Does not Meet
1. Demonstrates Applies Content Knowledge	☐	☐
2. Designs & Plans Instruction	☐	☐
3. Creates & Maintains Learning Climate	☐	☐
4. Implements & Manages Instruction	☐	☐
5. Assesses & Communicates Learning Results	☐	☐
6. Demonstrates the Implementation of Technology	☐	☐
7. Reflects On and Evaluates Teaching and Learning	☐	☐
8. Collaborates with Colleagues/Parents/Other	☐	☐
9. Evaluates Teaching & Implements Professional Development	☐	☐
10. Provides Leadership Within School/Community/Profession	☐	☐
11. Dispositions Rating	☐	☐
OVERALL RATING	☐	☐

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills/dispositions in the STANDARD number(s) checked below:
1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ 8. ☐ 9. ☐ 10. ☐ 11. ☐

Evaluatee's Comments: (Attach additional pages if needed)

Evaluator's Comments: (Attach additional pages if needed)

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

This information has been reviewed and discussed with me. Evaluatee_____
Signature Date

Information has been reviewed and discussed. Evaluator_____
Signature Date

Opportunities for appeal processes at both the local and state levels are part of Lincoln County Evaluation Plan.

Employment Recommendation to Central Office:

☐ Meets teacher standards for re-employment ☐ Assistance Growth Plan Required for Re-employment
☐ Does not meet teacher standards for re-employment

_____
Principal's Signature Date

Certified employees must make their appeal to this summative evaluation within the time frames, mandated in 704.KAR3:345 Sections 7, 8, 9 and the local district plan.

LINCOLN COUNTY DISPOSITIONS RATING FORM

NAME_____ DATE_____

Rating Indicator	Target (3)	At Standard (2)	Below Standard (1)	Score	
A. Values Learning: ATTENDANCE	Consistently good attendance and is on time. Usually notifies school in advance. Gives reason for planned absence.	Occasionally misses and is rarely tardy. Tries to notify school of absence/tardy or contacts school following absence with reason for absence.	Exhibits a pattern of absence and/or tardiness. Does not notify school of absence/tardy or provide a reason.	#1	#2
B. Values Learning: PARTICIPATION	Actively engaged and interested in meetings. Volunteers and participates in discussions. Willing to present at meetings.	Is attentive. Attention is focused on meeting related materials and activities. Responds appropriately in discussions. Does not distract others in the meetings.	Inattentive in meetings, PLC, PD, etc. Rarely participates in discussion. Distracts others in meetings with behaviors or talking	#1	#2
C. Values Learning: PREPARATION	Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis. Work shows that adequate time and planning were allocated. Consistently well prepared.	Work is completed correctly and with accuracy. Work is basic. Meets deadlines adequately. Prepared most of the time.	Work completed with little attention to quality. May be sloppy and/or contain errors. Work is sometimes late or missing. Unprepared.	#1	#2
D. Values Learning: COMMUNICATION	Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.	Usually uses correct grammar in oral and written communication. Generally uses language that is appropriate and not offensive. Can convey ideas accurately.	Uses incorrect grammar in oral and/or written communications. May use slang, profanity, inappropriate vocabulary, or offensive language. Does not express ideas clearly. May display distracting language habits.	#1	#2
E. Values Personal Integrity: EMOTIONAL CONTROL	Displays steady emotional temperament. Is receptive to viewpoints of others and their suggestions. Holds self accountable for emotions and behaviors. Displays a sense of humor and/or willingness to get along with others	Maintains basic control of emotions. May show emotional reaction, but does not lose temper or control. Is able to listen to the perspectives of others. Is responsible for emotions and behaviors.	Emotions are not under control. May lose temper and show outburst of anger. Is disrespectful of peers and others. Does not take personal responsibility for emotions and behaviors. Blames others or outside circumstances for loss of emotional control.	#1	#2
F. Values Personal Integrity: ETHICAL BEHAVIOR	Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep word. Shows self to be a person of strong character.	Is truthful and honest in dealing with others. Uses discretion in keeping personal or professional confidences. Strives to be trustworthy and to keep word.	Shows pattern of dishonest or deceitful behavior. Fails to use discretion in keeping personal confidences. Cannot be counted on to keep word or to follow through as promised.	#1	#2

G. Values DIVERSITY	Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Listens carefully to others and respects the views of those perceived as different from self.	Accepts others who are different in ability, race, gender, or ethnicity. Displays respectful and responsive behavior toward the ideas and views of others. Interacts with others in a polite and professional manner with those perceived as different from self.	Rejects those who are different in ability, race, gender, or ethnicity. Displays intolerant, disrespectful, and unresponsive behavior toward the ideas and views of others. Interacts in an impolite or unprofessional manner with those perceived as different from self.	#1	#2
H. Values COLLABORATION	Actively seeks out new ideas and/or incorporates ideas of others. Willingly works with others to improve the overall environment. Regularly shares information and ideas.	Collaborates and consults with others. Accepts ideas of others. Relates adequately with others. Shares information and ideas.	Does not collaborate or consult with others.. Shows little regard for people and their ideas. Does not relate well with others. Does not share information or ideas.	#1	#2
I. Values Professionalism: RESPECT FOR SCHOOL RULES, POLICIES AND NORMS	Knows schools rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in patterns of dress, behavior, etc.	Aware of school rules and policies. Usually follows them without being reminded by others. Accepts reminders for breaches of rules or policies, and does not attempt to circumvent them in patterns of behavior, dress, etc.	Unaware of school rules and policies. Sometimes disregards known policies or restrictions. Wants exceptions to be made for self or tries to get around established rules of behavior, dress, etc. Thinks rules were made for others.	#1	#2
J. Values Professionalism: COMMITMENT TO SELF-REFLECTION AND GROWTH	Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Regularly engages in learning through self-reflection	Recognizes personal limitations and strengths. Accepts suggestions and constructive criticism of others. Demonstrates ability to think critically. Demonstrates ability to learn through self-reflection.	Does not recognize personal limitations or strengths. Does not accept suggestions and constructive criticism of others. Does not engage in critical thinking. Does not demonstrate ability to learn through self-reflection.	#1	#2
K. Values Professionalism: PROFESSIONAL DEVELOPMENT AND INVOLVEMENT	Regularly and actively participates in additional professional activities or events that promote professional development. Makes use of information from professional organizations, professional publications, and educational resources.	Occasionally participates in additional professional activities or events that promote professional development. Aware of professional organizations, professional publications, and other educational resources	Shows little interest in activities or events that promote professional development. Attends only what is mandatory. Unaware of professional organizations, professional publications, or other educational resources.	#1	#2
L. Values Professionalism: PROFESSIONAL RESPONSIBILITY	Accepts responsibility for own actions and for helping all students learn and actively seeks self-improvements. Consistently holds high expectations for the success of all students. Consistently looks to explain and remedy student lack of success by factors within the control of self.	Accepts responsibility for own actions and for helping students learn. Usually holds high expectations for the success of all students. Often looks to explain and remedy student lack of success by factors within the control of self.	Does not accept responsibility for own actions and for helping students learn. Holds low expectations for the success of some students. Consistently blames student lack of success on factors outside the control of self.	#1	#2

**Rubric adapted from Wayda, V, & Lund, J (2005). Assessing dispositions: An unresolved challenge in teacher education; Teacher candidates may know their subject, but are they suited for the job? The Journal of Physical Education, Recreation, & Dance, 76, p. 34.*

Disposition #1 Date		#1 Total Score	3 = 36 to 30	2 = 29 to 18	1 = 17 and below
Disposition #2 Date		#2 Total Score	3 = 36 to 30	2 = 29 to 18	1 = 17 and below

Signature of Person Completing This Form

Teacher Signature

Year One: 37 criteria (30 criteria=80%)	→	Year Two: 41 criteria (33 criteria=80%)	→	Year Three: 40 criteria (32 criteria=80%)
Above 80%/Work in Years 2 or 3 = "3" 80% = "2" Less than 80% = "1"		80% or above = "3"		80% or above = "3"

10.1. Operates a multimedia computer and peripherals to install and use a variety of software.

Year One 20__-20__	Year Two 20__-20__	Year Three 20__-20__
❑ Turns computer on and off properly. ❑ Opens, closes, saves and organizes files/applications. ❑ Is able to make simple hardware connections to computer… monitor and peripherals (printer, scanner, projector, etc.) with assistance. ❑ Understands and utilizes scandisk and virus protection. ❑ Successfully logs on to the network.	❑ Can install software. ❑ Keeps virus data files current. ❑ Establishes simple procedures for troubleshooting before asking for assistance (Restarts the computer, checks connections, etc.)	❑ Is able to make simple hardware connections without assistance. ❑ Locates programs and files on the network. ❑ Understands file formats and file storage mediums. ❑ Makes use of technologies specific to his/her assigned teaching area. Selects, recommends, and installs the appropriate devices.

10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.

Year One 20__-20__	Year Two 20__-20__	Year Three 20__-20__
❑ Is able to adequately describe technology needs in non-technical terms to order/acquire assistance.	❑ Understands terms frequently used in discussion of technology education and uses them correctly in writing and speaking. ❑ Conveys terminology to students in appropriate activities building their understanding of technology.	❑ Clearly communicates technology needs and goals to colleagues, technical support staff, or other groups articulating problems or needs.

10.3. Demonstrates knowledge of the use of technology in business, industry, and society.

Year One 20__-20__	Year Two 20__-20__	Year Three 20__-20__
❑ Is a frequent user of technology in personal and professional life. ❑ Can identify and locate available technology support services in the community.	❑ Can discuss the impact of technology in education and business. ❑ Subscribes to and/or reads technology-oriented professional journals (either in hard copy or online).	❑ Stays current on technology issues through newspaper, magazines, listservs, etc. ❑ Shares pertinent information with students as evidenced by lesson plans.

10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.

Year One 20__-20__	Year Two 20__-20__	Year Three 20__-20__
❑ Develops routine maintenance procedures that prevent problems (Shuts down properly, logs on properly, basic computer care, etc.) ❑ Connects hardware and installs software with support from STC or district staff. ❑ Attends professional development regarding computer basics or has established these skills previously.	❑ Can install software and hardware without requesting assistance. ❑ Establishes simple procedures for troubleshooting before asking for assistance (Restarts the computer, checks connections, etc.)	❑ Uses technical manuals to determine specifications/ procedures. ❑ Can uninstall unwanted software. ❑ Connects and uses scanners, digital cameras, projectors and any needed software to enhance instruction without assistance.

10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.

Year One 20__-20__	Year Two 20__-20__	Year Three 20__-20__
❑ Uses Word to create simple presentations including clipart or very simple graphics. ❑ Connects and uses projection devices with assistance.	❑ Uses Word or PowerPoint (or similar software) to create linear presentations/ overheads. ❑ Uses graphic editing tools/software. ❑ Connects and uses projection devices. ❑ Attends technology trainings focusing on multimedia presentations (PowerPoint, for example) and their use in instruction. ❑ Uses multimedia presentations to deliver or review content.	❑ Uses a variety of input, import devices to incorporate multimedia materials into presentations (scanners, digital and video cameras, clipart, web graphics). ❑ Uses PowerPoint or other software to create multimedia linear and nonlinear presentations. ❑ Integrates use of multimedia into learning activities for students on a regular basis as documented by lesson plans. ❑ Encourages/requires student use of multimedia to complete assignments, learning activities and projects.

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.

Year One 20__-20__	Year Two 20__-20__	Year Three 20__-20__
❑ Word processes tests, assignments, newsletters. ❑ Can utilize printer options such as landscape, portrait, multiple copies, etc. ❑ Uses basic word processing competencies. ❑ Can create simple spreadsheets to create graphs, store names, phone numbers, addresses, etc. ❑ Can create a simple database with assistance. ❑ Utilizes Send and Receive e-mail functions. ❑ Deletes unwanted email. ❑ Uses the Internet to locate resources and lesson plans. ❑ Uses bookmarks/favorites to organize resources.	❑ Uses intermediate word processing competencies (tables, inserting photos, making brochures, etc). ❑ Utilizes more complex functions of spreadsheets including creating formulas and performing calculations. ❑ Uses efficient search strategies when locating resources on the Internet. ❑ Creates simple web research sheets or pages to use with students. ❑ Can create a simple database. ❑ Uses Forward, Reply, Reply to All email functions. ❑ Attends professional development sessions focusing on spreadsheets, databases, the Internet, e-mail and their use in the classroom.	❑ Uses/creates personal groups and uses listservs (e-mail). ❑ Is able to send attachments with e-mails. ❑ Incorporates use of the Internet into classroom activities and assignments. ❑ Requires students to utilize word processing, spreadsheets, databases, email, and web-based resources to complete projects and activities. ❑ Creates and models lessons for classroom learning that demonstrate an understanding of word processing, spreadsheets, databases, email and web-based resources.

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.

Year One 20__-20__	Year Two 20__-20__	Year Three 20__-20__
❑ Explores group network environments such as desktop video conferencing, KTLN or other online communications.	❑ Joins an online group or listserv. ❑ Attends trainings to acquire new information and skills regarding video conferencing and/or distance learning.	❑ Secures/installs hardware and software needed for video conferencing (Quick Cams, NetMeeting, etc). ❑ Establishes collaborative projects with classroom outside the school or district via e-pals, video conferencing, etc. ❑ Uses video conferencing, listservs, e-mail regularly for professional communication.

10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.

Year One 20__-20__	Year Two 20__-20__	Year Three 20__-20__
❑ Uses adaptations for special needs individuals that exist in software (examples: increasing font size, adjusting mouse speed, sound capabilities, etc.)	❑ Is able to describe and locate appropriate adaptive devices for students, staff or faculty (keyboard enhancement devices, voice recognition software, touch screens etc.)	❑ Understands availability and requests KETS funding for assistive-adaptive devices. ❑ Differentiates instruction to reach all learners using assistive-adaptive devices when needed (as documented through lesson plans, IEP's, etc.)

10.9. Designs lessons that use technology to address diverse student needs and learning styles.

Year One 20__-20__	Year Two 20__-20__	Year Three 20__-20__
❑ Uses technology for personal and professional purposes. ❑ Has been trained regarding multiple intelligences and learning styles (documented by Professional Development logs/Professional Portfolio).	❑ Encourages students to explore a variety of software and technologies to complete learning activities/ assignments. ❑ Uses multiple technologies and software to address students' learning needs. ❑ Collaborates with lab teachers and other district staff to provide additional instruction in different settings and using various technologies (documented by lesson plans/observation).	❑ Integrates technology in all content areas differentiating instruction (documented by lesson plans/observation). ❑ Allows and encourages students to select various applications to meet their learning needs and facilitate completion of their projects (evidenced by student work).

10.10. Practices equitable and legal use of computers and technology in professional activities.

Year One 20__-20__	Year Two 20__-20__	Year Three 20__-20__
❑ Understands and abides by acceptable use policies established by the district.	❑ Manages and is aware of information on students' AUP's.	❑ Knows and abides by the differences in licensed, shareware, and freeware materials. ❑ Documents the discussion of equity issues, copyright issues and Fair Use criteria in lesson plans.

10.11. Facilitates the lifelong learning of self and others through the use of technology.

Year One 20__-20__	Year Two 20__-20__	Year Three 20__-20__
❑ Views professional growth as an ongoing process and assumes personal responsibility for moving forward. ❑ Participates in professional development activities focusing on technology and its instructional use.	❑ Constantly seeks new ways to teach using technology tools. ❑ Assumes responsibility for updating curriculum to include technology (documented in lesson plans). ❑ Uses information gained in technology professional development to enhance teaching practices.	❑ Requires that students learn new technology skills and apply it to their instructional activities and assignments…puts the technology into the students' hands.

10.12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.

Year One 20__-20__	Year Two 20__-20__	Year Three 20__-20__
❑ Uses print sources to research hardware and software. ❑ Can identify school or district support staff to assist with technology evaluation and purchasing.	❑ Can make comparisons and contrasts of hardware and software. ❑ Refers to computer specifications when purchasing. ❑ Examines technology resources and evaluates their use to accomplish specific tasks/ instructional goals.	❑ Seeks and experiments with emerging software and technology in order to meet student needs. ❑ Presents lessons that encourage students to examine software and hardware that is unfamiliar to them and to learn evaluation techniques.

10.13. Applies research-based instructional practices that use computers and other technology.

Year One 20__ -20__	Year Two 20__ -20__	Year Three 20__ -20__
❑ Researches/reads regarding "best practices" and innovative instructional strategies or has participated in professional development addressing these topics (differentiation of instruction, project-based learning, integrating technology in instruction, etc.)	❑ Implements "best practices" which integrate technology and use computer software/hardware and other technologies in instruction (documented in lesson plans).	❑ Plans instructional units and activities including use of innovative strategies and best practices. ❑ Places technology in the hands of the students, as evidenced by student work. ❑ Requires students to use technology to address real issues and participate in problem-solving situations and project-based learning, as evidenced by student work.

10.14. Uses computers and other technology for individual, small group, and large group learning activities.

Year One 20__ -20__	Year Two 20__ -20__	Year Three 20__ -20__
❑ Uses the classroom computer as a personal workstation and students use workstations in the classroom occasionally.	❑ Requests, or is provided through scheduling, computer lab visits for the students. ❑ Plans technology activities in the regular classroom for various groupings of students, as reflected in lesson plans.	❑ Integrates technology into many learning situations, as evidenced through lesson plans and observations. ❑ Collaborates regularly with lab teachers, media specialists and other support staff to create various learning settings for students.

10.15. Uses technology to support multiple assessments of student learning

Year One 20__-20__	Year Two 20__-20__	Year Three 20__-20__
❑ Explores the use of technology (multimedia presentations, internet research projects, word processing, etc.) in assessment.	❑ Uses technology to deliver or review content (documented by lesson plans, observations, etc.). ❑ Plans projects that include the use of technology by students (documented by lesson plans, observations, etc.).	❑ Encourages/requires students to utilize a variety of materials and methods to complete classroom activities/ assignments and demonstrate their learning. ❑ Evaluates student work in a variety of ways (e.g. individual reports, participation in online discussions, group multimedia presentations, etc.) ❑ Develops unique tools (i.e. rubrics) to evaluate multimedia presentations and other student work samples.

10.16. Instructs and supervises students in the ethical and legal use of technology.

Year One 20__-20__	Year Two 20__-20__	Year Three 20__-20__
❑ Communicates ethical and legal expectations for students in instructional activities. ❑ Monitors students as they use any technology in the classroom. ❑ Assures that all AUP's are signed and updated.	❑ Models and implements ethical practices relating to technology use in the classroom. ❑ Requires that students adhere to acceptable use policies and model legal and ethical standards.	❑ Requires that students model ethical practices relating to use of technology and information in all assignments and activities.

Sources:

Teacher Technology Standard Continuum, Michele Guthrie, KETS Coordinator Region 4
KATE Faculty Self Assessment, Murray State University, www.murraystate.edu/kate/technology_proficiency/faculty_self_assessment.htm, accessed 10/21/01

***Revisions to the guide will be considered periodically.**

LIBRARY MEDIA SPECIALIST PERFORMANCE RECORD

Evaluatee/Observee: _____ **Years Experience:** _____

Evaluator/Observer: _____

Grade(s): _____ **Date of Conference (Analyses):** _____ **School:**

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Notes/Comments
1: Demonstrates Proficiency as Administrator of the Library Media Program	Demonstrated	Partially Demonstrated	Not Demonstrated	
1.1. Plans long-range goals of the Library Media Program with faculty, administration and students.	☐	☐	☐	_____
1.2. Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the Library Media Program.	☐	☐	☐	
1.3. Administers the budget according to the goals and objectives of the program.	☐	☐	☐	
1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the Library Media Program.	☐	☐	☐	
1.5 Develops Library Media Program policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.	☐	☐	☐	
1.6 Administers a Library Media Program that utilizes flexible access.	☐	☐	☐	
1.7 Develops plans for maintaining a technologically current facility and program.	☐	☐	☐	
1.8 Organizes, classifies, and catalogs library materials; following nationally recognized professional standards such as AACR2R (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, Sears or Library of Congress subject headings, MARC format.	☐	☐	☐	
1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.	☐	☐	☐	
1.10 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis – identifying strengths and weaknesses.	☐	☐	☐	
1.11 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.	☐	☐	☐	
1.12 Publicizes the Library Media Programs, services, and materials through newsletters, announcements, and other innovative ways.	☐	☐	☐	
1.13 Is responsible for the proper use of the facility, materials, and equipment.	☐	☐	☐	
1.14 May plan and/or participate in special projects or proposals, e.g. book fairs.	☐	☐	☐	
1.15 Trains and supervises Library Media Program clerical staff, volunteers, and student helpers.	☐	☐	☐	
1.16 Follows the SBDM approved selection policy that includes a procedure for the reconsideration of materials.	☐	☐	☐	
1.17 Keeps automated catalog current utilizing authority control.	☐	☐	☐	
1.18 Maintains statistical records and shelf list needed to verify collection of the library media center holdings.	☐	☐	☐	
1.19 Makes general repairs, weeds collection, and takes annual inventory.	☐	☐	☐	
1.20 Makes the library media center and its resources accessible to students and faculty.	☐	☐	☐	
1.21 Facilitates the circulation of materials among schools in the district or with other agencies.	☐	☐	☐	
1.22 Provides the resources and promotes recreational reading for the school community.	☐	☐	☐	
1.23 Follows the school's policies and procedures.	☐	☐	☐	
1.24 Promotes compliance with the copyright law.	☐	☐	☐	
1.25 Handles concerns of others in a positive and professional manner to protect the users' rights to privacy and confidentiality.	☐	☐	☐	
Standard 1 Holistic Score	3 ☐	2 ☐	1 ☐	
2: Demonstrates Proficiency as a Teacher	Demonstrated	Partially Demonstrated	Not Demonstrated	Notes/Comments
2.1 Provides orientation for new faculty and students.	☐	☐	☐	
2.2 Informally evaluates individual and group needs and provides appropriate learning experiences.	☐	☐	☐	_____
2.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.	☐	☐	☐	
2.4 Provides for independent and cooperative group learning.	☐	☐	☐	
2.5 Teaches information literacy as an integral part of the curriculum using a process model such as the Big 6 ™.	☐	☐	☐	
2.6 Guides students in the selection of appropriate resources.	☐	☐	☐	
2.7 Helps students to develop habits of independent reference work and to develop	☐	☐	☐	
2.8 Promotes appreciation of various forms of literature emphasizing the highest quality.	☐	☐	☐	
2.9 Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills and to become skilled in all modes of communication.	☐	☐	☐	
2.10 Incorporates the use of technology in accessing information.	☐	☐	☐	

2.11 Assists students in the use of multi-media for completed projects.	☐	☐	☐	
2.12 Provides training to staff in use of new materials, technology, and equipment, demonstrating practical applications for curriculum connections.	☐	☐	☐	
Standard 2 Holistic Score	3 ☐	2 ☐	1 ☐	
3: Demonstrates Proficiency as Instructional Partner	**Demonstrated**	**Partially Demonstrated**	**Not Demonstrated**	**Notes/Comments**
3.1. Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.	☐	☐	☐	_____
3.2 Exercises a leadership role and serves as a catalyst in ensuring the Library Media Program is central to the instructional program of the school.	☐	☐	☐	
3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.	☐	☐	☐	
3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.	☐	☐	☐	
3.5 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprint materials.	☐	☐	☐	
3.6 Assists faculty in the selection of materials to supplement instruction.	☐	☐	☐	
3.7 Establishes positive rapport with staff and students.	☐	☐	☐	
3.8 Maintains effective communications with staff and students, e.g. informs faculty and students of new acquisitions and services.	☐	☐	☐	
3.9 Plans and implements a Library Media Program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of KERA and the academic expectations.	☐	☐	☐	
Standard 3 Holistic Score	3 ☐	2 ☐	1 ☐	
4: Demonstrates Proficiency as Information Specialist	**Demonstrated**	**Partially Demonstrated**	**Not Demonstrated**	**Notes/Comments**
4.1 Chooses materials using selection tools, bibliographies, recommendations.	☐	☐	☐	_____
4.2 Maintains a professional collection.	☐	☐	☐	
4.3 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment that support the school's curriculum and educational goals.	☐	☐	☐	
4.4 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.	☐	☐	☐	
4.5 Is available as a personal resource for students and faculty.	☐	☐	☐	
4.6 Attends local professional growth activities and meetings.	☐	☐	☐	
4.7 Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences, and other activities related to the field.	☐	☐	☐	
Standard 4 Holistic Score	3 ☐	2 ☐	1 ☐	
DISPOSITIONS RATING FORM	**Target**	**At Standard**	**Below Standard**	**Notes/Comments**
A. Values Learning: Attendance	3	2	1	_____
B. Values Learning: Participation	3	2	1	
C. Values Learning: Preparation	3	2	1	
D. Values learning: Communication	3	2	1	
E: Values personal integrity: Emotional Control	3	2	1	
F. Values personal integrity: Ethical Behavior	3	2	1	
G. Values Diversity	3	2	1	
H. Values Collaboration	3	2	1	
I. Values professionalism: Respect for school rules, policies, and norms	3	2	1	
J. Values professionalism: Commitment to self-reflection and growth	3	2	1	
K. Values professionalism: Professional Development and Involvement	3	2	1	
L. Values professionalism: Professional responsibility	3	2	1	
SUB TOTAL PER COLUMN				
DISPOSITION RATING TOTAL (36 – 30 = 3, 29 – 18 = 2, 17 & Below = 1)	**Total Score**	**Rating**		
**Dispositions Rubric adapted from Wayda, V, & Lund, J (2005). Assessing dispositions: An unresolved challenge in teacher education; Teacher candidates may know their subject, but are they suited for the job? The Journal of Physical Education, Recreation & Dance, 76, p. 34*				

I am knowledgeable about the content of this Formative Conferencing Form and have had an opportunity to discuss this report in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with the content of this report.

_____
(Signature of Evaluatee) (Date)

I have discussed the content of this Formative Conferencing Form with the evaluatee.

_____
(Signature of Evaluator) (Date)

☐ FULL OBSERVATION YEAR
☐ SUMMATIVE ONLY YEAR

NUMBER OF DAYS USED FOR THE SCHOOL YEAR
_____SICK _____PERSONAL
_____EMERGENCY _____PRO DEV
_____JURY DUTY

LINCOLN COUNTY BOARD OF EDUCATION SUMMATIVE EVALUATION FOR LIBRARY MEDIA SPECIALIST

Name_____ School_____ Date_____
Dates of Observation / Conference_____

Library Media Specialist Standards	Meet	*Does not Meet
1. Demonstrates Proficiency as Administrator of the Library Media Program	☐	☐
2. Demonstrates Proficiency as a Teacher	☐	☐
3. Demonstrates Proficiency as Instructional Partner	☐	☐
4. Demonstrates Proficiency as Information Specialist	☐	☐
5. Dispositions Rating	☐	☐
OVERALL RATING	☐	☐

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills/dispositions in the STANDARD number(s) checked below:
1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐

Evaluatee's Comments: (Attach additional pages if needed)

Evaluator's Comments: (Attach additional pages if needed)

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

This information has been reviewed and discussed with me. Evaluatee_____
Signature Date

Information has been reviewed and discussed. Evaluator_____
Signature Date

Opportunities for appeal processes at both the local and state levels are part of Lincoln County Evaluation Plan.
Employment Recommendation to Central Office:

☐ Meets standards for re-employment ☐ Assistance Growth Plan Required for Re-employment
☐ Does not meet standards for re-employment

_____
Principal's Signature Date

Certified employees must make their appeal to this summative evaluation within the time frames, mandated in 704.KAR3:345 Sections 7,8, 9 and the local district plan.

LINCOLN COUNTY DISPOSITIONS RATING FORM

NAME_____ DATE_____

Rating Indicator	Target (3)	At Standard (2)	Below Standard (1)	Score	
A. Values Learning: ATTENDANCE	Consistently good attendance and is on time. Usually notifies school in advance. Gives reason for planned absence.	Occasionally misses and is rarely tardy. Tries to notify school of absence/tardy or contacts school following absence with reason for absence.	Exhibits a pattern of absence and/or tardiness. Does not notify school of absence/tardy or provide a reason.	#1	#2
B. Values Learning: PARTICIPATION	Actively engaged and interested in meetings. Volunteers and participates in discussions. Willing to present at meetings.	Is attentive. Attention is focused on meeting related materials and activities. Responds appropriately in discussions. Does not distract others in the meetings.	Inattentive in meetings, PLC, PD, etc. Rarely participates in discussion. Distracts others in meetings with behaviors or talking	#1	#2
C. Values Learning: PREPARATION	Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis. Work shows that adequate time and planning were allocated. Consistently well prepared.	Work is completed correctly and with accuracy. Work is basic. Meets deadlines adequately. Prepared most of the time.	Work completed with little attention to quality. May be sloppy and/or contain errors. Work is sometimes late or missing. Unprepared.	#1	#2
D. Values Learning: COMMUNICATION	Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.	Usually uses correct grammar in oral and written communication. Generally uses language that is appropriate and not offensive. Can convey ideas accurately.	Uses incorrect grammar in oral and/or written communications. May use slang, profanity, inappropriate vocabulary, or offensive language. Does not express ideas clearly. May display distracting language habits.	#1	#2
E. Values Personal Integrity: EMOTIONAL CONTROL	Displays steady emotional temperament. Is receptive to viewpoints of others and their suggestions. Holds self accountable for emotions and behaviors. Displays a sense of humor and/or willingness to get along with others	Maintains basic control of emotions. May show emotional reaction, but does not lose temper or control. Is able to listen to the perspectives of others. Is responsible for emotions and behaviors.	Emotions are not under control. May lose temper and show outburst of anger. Is disrespectful of peers and others. Does not take personal responsibility for emotions and behaviors. Blames others or outside circumstances for loss of emotional control.	#1	#2
F. Values Personal Integrity: ETHICAL BEHAVIOR	Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep word. Shows self to be a person of strong character.	Is truthful and honest in dealing with others. Uses discretion in keeping personal or professional confidences. Strives to be trustworthy and to keep word.	Shows pattern of dishonest or deceitful behavior. Fails to use discretion in keeping personal confidences. Cannot be counted on to keep word or to follow through as promised.	#1	#2

G. Values DIVERSITY	Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Listens carefully to others and respects the views of those perceived as different from self.	Accepts others who are different in ability, race, gender, or ethnicity. Displays respectful and responsive behavior toward the ideas and views of others. Interacts with others in a polite and professional manner with those perceived as different from self.	Rejects those who are different in ability, race, gender, or ethnicity. Displays intolerant, disrespectful, and unresponsive behavior toward the ideas and views of others. Interacts in an impolite or unprofessional manner with those perceived as different from self.	#1	#2
H. Values COLLABORATION	Actively seeks out new ideas and/or incorporates ideas of others. Willingly works with others to improve the overall environment. Regularly shares information and ideas.	Collaborates and consults with others. Accepts ideas of others. Relates adequately with others. Shares information and ideas.	Does not collaborate or consult with others.. Shows little regard for people and their ideas. Does not relate well with others. Does not share information or ideas.	#1	#2
I. Values Professionalism: RESPECT FOR SCHOOL RULES, POLICIES AND NORMS	Knows schools rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in patterns of dress, behavior, etc.	Aware of school rules and policies. Usually follows them without being reminded by others. Accepts reminders for breaches of rules or policies, and does not attempt to circumvent them in patterns of behavior, dress, etc.	Unaware of school rules and policies. Sometimes disregards known policies or restrictions. Wants exceptions to be made for self or tries to get around established rules of behavior, dress, etc. Thinks rules were made for others.	#1	#2
J. Values Professionalism: COMMITMENT TO SELF-REFLECTION AND GROWTH	Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Regularly engages in learning through self-reflection	Recognizes personal limitations and strengths. Accepts suggestions and constructive criticism of others. Demonstrates ability to think critically. Demonstrates ability to learn through self-reflection.	Does not recognize personal limitations or strengths. Does not accept suggestions and constructive criticism of others. Does not engage in critical thinking. Does not demonstrate ability to learn through self-reflection.	#1	#2
K. Values Professionalism: PROFESSIONAL DEVELOPMENT AND INVOLVEMENT	Regularly and actively participates in additional professional activities or events that promote professional development. Makes use of information from professional organizations, professional publications, and educational resources.	Occasionally participates in additional professional activities or events that promote professional development. Aware of professional organizations, professional publications, and other educational resources	Shows little interest in activities or events that promote professional development. Attends only what is mandatory. Unaware of professional organizations, professional publications, or other educational resources.	#1	#2
L. Values Professionalism: PROFESSIONAL RESPONSIBILITY	Accepts responsibility for own actions and for helping all students learn and actively seeks self-improvements. Consistently holds high expectations for the success of all students. Consistently looks to explain and remedy student lack of success by factors within the control of self.	Accepts responsibility for own actions and for helping students learn. Usually holds high expectations for the success of all students. Often looks to explain and remedy student lack of success by factors within the control of self.	Does not accept responsibility for own actions and for helping students learn. Holds low expectations for the success of some students. Consistently blames student lack of success on factors outside the control of self.	#1	#2

**Rubric adapted from Wayda, V, & Lund, J (2005). Assessing dispositions: An unresolved challenge in teacher education; Teacher candidates may know their subject, but are they suited for the job? The Journal of Physical Education, Recreation, & Dance, 76, p. 34.*

Disposition #1 Date		#1 Total Score	3 = 36 to 30	2 = 29 to 18	1 = 17 and below
Disposition #2 Date		#2 Total Score	3 = 36 to 30	2 = 29 to 18	1 = 17 and below

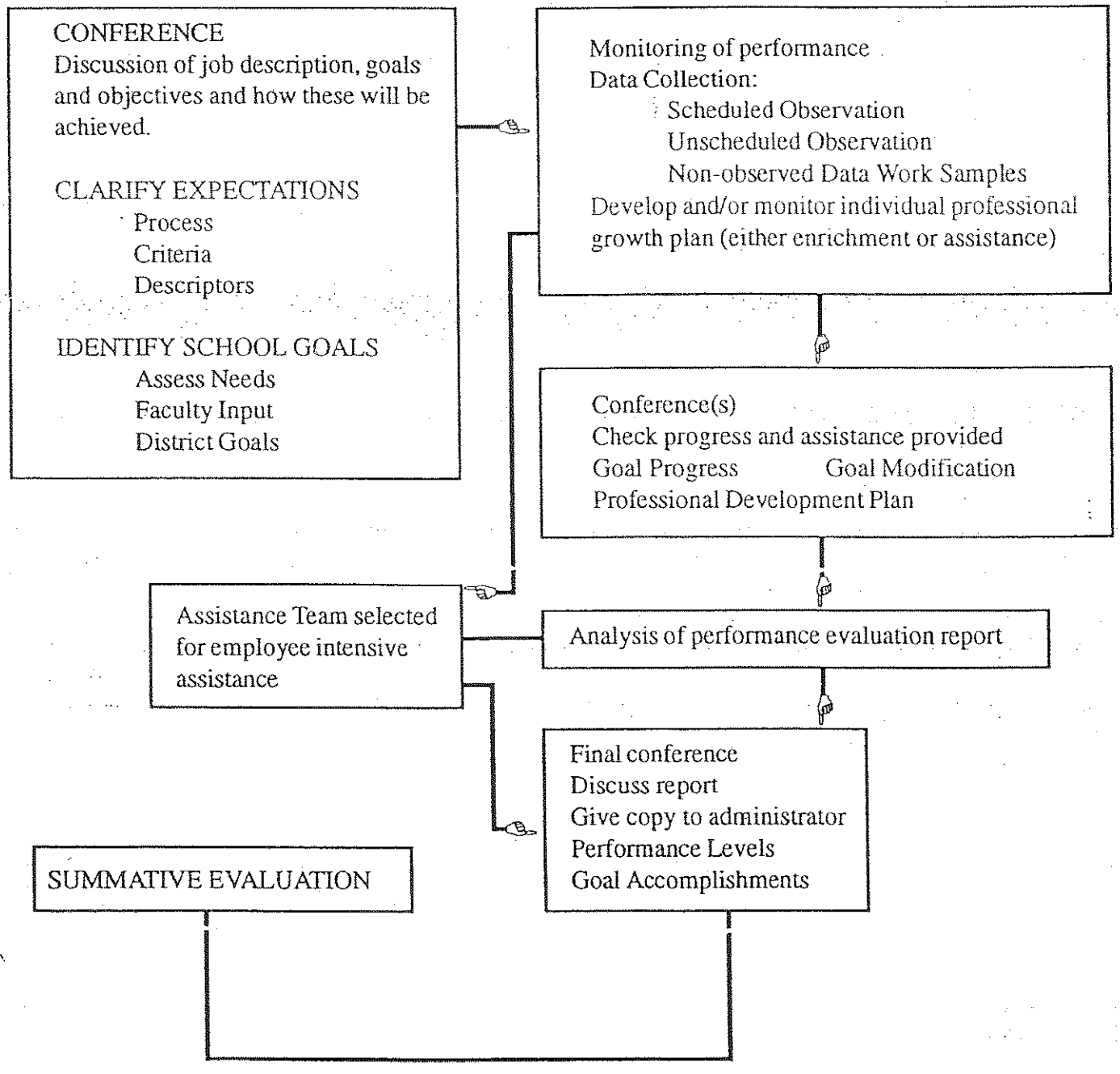
Signature of Person Completing This Form

Employee Signature

ADMINISTRATOR PERFORMANCE APPRAISAL PROCESS

The evaluation process for administrators will be conducted **annually.** The **individual professional growth plan is reviewed and/or completed annually.** The growth plan for administrators will be aligned with the school/district improvement or transformation plan, as well as the school/district professional development plan. The process will include observation and other appropriate data collection activities culminating in the completion of the summative evaluation form. **First year principals/assistant principals** will participate in the **Kentucky Principal Internship Program.** The documents required by this program will serve as the evaluation instruments for first year principals/assistant principals.

FORMATIVE EVALUATION



EDUCATION ADMINISTRATOR PERFORMANCE RECORD

Evaluatee/Observee: _____ **Evaluator/Observer:** _____ **Years Experience:** _____

Grade(s): _____ **Date of Conference (Analyses):** _____ **School:**

Standards/Performance Criteria (Based on ISLLC 2008 Educational Leadership Policy Standards)	Performance/Product/Portfolio Ratings			
1: Promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.	Demonstrated	Partially Demonstrated	Not Demonstrated	Notes/Comments
1A. Collaboratively develops and implements a shared vision and mission.	☐	☐	☐	_____
1B. Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning.	☐	☐	☐	
1C. Creates and implements plans to achieve goals.	☐	☐	☐	
1D. Promotes continuous and sustainable improvement.	☐	☐	☐	
1E. Monitors and evaluates progress and revises plans.	☐	☐	☐	
Standard 1 Holistic Score	3 ☐	2 ☐	1 ☐	
2: Promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	Demonstrated	Partially Demonstrated	Not Demonstrated	Notes/Comments
2A. Nurtures and sustains a culture of collaboration, trust, learning, and high expectations.	☐	☐	☐	_____
2B. Creates a comprehensive, rigorous, and coherent curricular program.	☐	☐	☐	
2C. Creates a personalized and motivating learning environment for students.	☐	☐	☐	
2D. Supervises instruction.	☐	☐	☐	
2E. Develops assessment and accountability systems to monitor student progress.	☐	☐	☐	
2F. Develops the instructional and leadership capacity of staff.	☐	☐	☐	
2G. Maximizes time spent on quality instruction.	☐	☐	☐	
2H. Promotes the use of the most effective and appropriate technologies to support teaching and learning.	☐	☐	☐	
2I. Monitors and evaluates the impact of the instructional program.	☐	☐	☐	
Standard 2 Holistic Score	3 ☐	2 ☐	1 ☐	
3: Promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.	Demonstrated	Partially Demonstrated	Not Demonstrated	Notes/Comments
3A. Monitors and evaluates the management and operational systems.	☐	☐	☐	_____
3B. Obtains, allocates, aligns, and effectively utilizes human, fiscal, and technological resources.	☐	☐	☐	
3C. Promotes and protects the welfare and safety of students and staff.	☐	☐	☐	
3D. Develops the capacity for distributed leadership.	☐	☐	☐	
3E. Ensures teacher and organizational time is focused to support quality instruction and student learning.	☐	☐	☐	
Standard 3 Holistic Score	3 ☐	2 ☐	1 ☐	
4: Promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.	Demonstrated	Partially Demonstrated	Not Demonstrated	Notes/Comments
4A. Collects and analyzes data and information pertinent to the educational environment.	☐	☐	☐	_____
4B. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.	☐	☐	☐	
4C. Builds and sustains positive relationships with families and caregivers.	☐	☐	☐	
4D. Builds and sustains productive relationships with community partners.	☐	☐	☐	
Standard 4 Holistic Score	3 ☐	2 ☐	1 ☐	
5: Promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	Demonstrated	Partially Demonstrated	Not Demonstrated	Notes/Comments
5A. Ensures a system of accountability for every student's academic and social success.	☐	☐	☐	_____
5B. Models principles of self-awareness, reflective practice, transparency, and ethical behavior.	☐	☐	☐	
5C. Safeguards the values of democracy, equity, and diversity.	☐	☐	☐	
5D. Considers and evaluates the potential moral and legal consequences of decision-making.	☐	☐	☐	
5E. Promotes social justice and ensures that individual student needs inform all aspects of schooling.	☐	☐	☐	
Standard 5 Holistic Score	3 ☐	2 ☐	1 ☐	

6: Promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	Demonstrated	Partially Demonstrated	Not Demonstrated	Notes/Comments
6A. Advocates for children, families, and caregivers.	☐	☐	☐	
6B. Acts to influence local, district, state, and national decisions affecting student learning.	☐	☐	☐	
6C. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.	☐	☐	☐	
Standard 6 Holistic Score	3 ☐	2 ☐	1 ☐	
DISPOSITIONS RATING FORM	Target	At Standard	Below Standard	Notes/Comments
A. Values Learning: Attendance	3	2	1	
B. Values Learning: Participation	3	2	1	
C. Values Learning: Preparation	3	2	1	
D. Values learning: Communication	3	2	1	
E: Values personal integrity: Emotional Control	3	2	1	
F. Values personal integrity: Ethical Behavior	3	2	1	
G. Values Diversity	3	2	1	
H. Values Collaboration	3	2	1	
I. Values professionalism: Respect for school rules, policies, and norms	3	2	1	
J. Values professionalism: Commitment to self-reflection and growth	3	2	1	
K. Values professionalism: Professional Development and Involvement	3	2	1	
L. Values professionalism: Professional responsibility	3	2	1	
SUB TOTAL PER COLUMN				
DISPOSITION RATING TOTAL (36 – 30 = 3, 29 – 18 = 2, 17 & Below = 1)	**Total Score**	**Rating**		
**Dispositions Rubric adapted from Wayda, V, & Lund, J (2005). Assessing dispositions: An unresolved challenge in teacher education; Teacher candidates may know their subject, but are they suited for the job? The Journal of Physical Education, Recreation & Dance, 76, p. 34*				

I am knowledgeable about the content of this Formative Conferencing Form and have had an opportunity to discuss this report in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with the content of this report.

(Signature of Evaluatee) (Date)

I have discussed the content of this Formative Conferencing Form with the evaluatee.

(Signature of Evaluator) (Date)

☐ FULL OBSERVATION YEAR
☐ SUMMATIVE ONLY YEAR

NUMBER OF DAYS USED FOR THE SCHOOL YEAR
_____SICK _____PERSONAL
_____EMERGENCY _____PRO DEV
_____JURY DUTY

LINCOLN COUNTY BOARD OF EDUCATION SUMMATIVE EVALUATION FOR EDUCATION ADMINISTRATOR

Name_____ School_____ Date_____
Dates of Observation / Conference_____

Education Administrator Standards	Meet	*Does not Meet
1. Promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.	☐	☐
2. Promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	☐	☐
3. Promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.	☐	☐
4. Promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.	☐	☐
5. Promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	☐	☐
6. Promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	☐	☐
7. Dispositions Rating	☐	☐
OVERALL RATING	☐	☐

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

1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐

Evaluatee's Comments: (Attach additional pages if needed)

Evaluator's Comments: (Attach additional pages if needed)

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

This information has been reviewed and discussed with me. Evaluatee_____
Signature Date

Information has been reviewed and discussed. Evaluator_____
Signature Date

Opportunities for appeal processes at both the local and state levels are part of Lincoln County Evaluation Plan.
Employment Recommendation to Central Office:

☐ Meets standards for re-employment ☐ Assistance Growth Plan Required for Re-employment
☐ Does not meet standards for re-employment

_____
Principal's Signature Date

Certified employees must make their appeal to this summative evaluation within the time frames, mandated in 704.KAR3:345 Sections 7,8, 9 and the local district plan.

LINCOLN COUNTY DISPOSITIONS RATING FORM

NAME_____ DATE_____

Rating Indicator	Target (3)	At Standard (2)	Below Standard (1)	Score	
A. Values Learning: ATTENDANCE	Consistently good attendance and is on time. Usually notifies school in advance. Gives reason for planned absence.	Occasionally misses and is rarely tardy. Tries to notify school of absence/tardy or contacts school following absence with reason for absence.	Exhibits a pattern of absence and/or tardiness. Does not notify school of absence/tardy or provide a reason.	#1	#2
B. Values Learning: PARTICIPATION	Actively engaged and interested in meetings. Volunteers and participates in discussions. Willing to present at meetings.	Is attentive. Attention is focused on meeting related materials and activities. Responds appropriately in discussions. Does not distract others in the meetings.	Inattentive in meetings, PLC, PD, etc. Rarely participates in discussion. Distracts others in meetings with behaviors or talking	#1	#2
C. Values Learning: PREPARATION	Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis. Work shows that adequate time and planning were allocated. Consistently well prepared.	Work is completed correctly and with accuracy. Work is basic. Meets deadlines adequately. Prepared most of the time.	Work completed with little attention to quality. May be sloppy and/or contain errors. Work is sometimes late or missing. Unprepared.	#1	#2
D. Values Learning: COMMUNICATION	Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.	Usually uses correct grammar in oral and written communication. Generally uses language that is appropriate and not offensive. Can convey ideas accurately.	Uses incorrect grammar in oral and/or written communications. May use slang, profanity, inappropriate vocabulary, or offensive language. Does not express ideas clearly. May display distracting language habits.	#1	#2
E. Values Personal Integrity: EMOTIONAL CONTROL	Displays steady emotional temperament. Is receptive to viewpoints of others and their suggestions. Holds self accountable for emotions and behaviors. Displays a sense of humor and/or willingness to get along with others	Maintains basic control of emotions. May show emotional reaction, but does not lose temper or control. Is able to listen to the perspectives of others. Is responsible for emotions and behaviors.	Emotions are not under control. May lose temper and show outburst of anger. Is disrespectful of peers and others. Does not take personal responsibility for emotions and behaviors. Blames others or outside circumstances for loss of emotional control.	#1	#2
F. Values Personal Integrity: ETHICAL BEHAVIOR	Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep word. Shows self to be a person of strong character.	Is truthful and honest in dealing with others. Uses discretion in keeping personal or professional confidences. Strives to be trustworthy and to keep word.	Shows pattern of dishonest or deceitful behavior. Fails to use discretion in keeping personal confidences. Cannot be counted on to keep word or to follow through as promised.	#1	#2

G. Values DIVERSITY	Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Listens carefully to others and respects the views of those perceived as different from self.	Accepts others who are different in ability, race, gender, or ethnicity. Displays respectful and responsive behavior toward the ideas and views of others. Interacts with others in a polite and professional manner with those perceived as different from self.	Rejects those who are different in ability, race, gender, or ethnicity. Displays intolerant, disrespectful, and unresponsive behavior toward the ideas and views of others. Interacts in an impolite or unprofessional manner with those perceived as different from self.	#1	#2
H. Values COLLABORATION	Actively seeks out new ideas and/or incorporates ideas of others. Willingly works with others to improve the overall environment. Regularly shares information and ideas.	Collaborates and consults with others. Accepts ideas of others. Relates adequately with others. Shares information and ideas.	Does not collaborate or consult with others.. Shows little regard for people and their ideas. Does not relate well with others. Does not share information or ideas.	#1	#2
I. Values Professionalism: RESPECT FOR SCHOOL RULES, POLICIES AND NORMS	Knows schools rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in patterns of dress, behavior, etc.	Aware of school rules and policies. Usually follows them without being reminded by others. Accepts reminders for breaches of rules or policies, and does not attempt to circumvent them in patterns of behavior, dress, etc.	Unaware of school rules and policies. Sometimes disregards known policies or restrictions. Wants exceptions to be made for self or tries to get around established rules of behavior, dress, etc. Thinks rules were made for others.	#1	#2
J. Values Professionalism: COMMITMENT TO SELF-REFLECTION AND GROWTH	Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Regularly engages in learning through self-reflection	Recognizes personal limitations and strengths. Accepts suggestions and constructive criticism of others. Demonstrates ability to think critically. Demonstrates ability to learn through self-reflection.	Does not recognize personal limitations or strengths. Does not accept suggestions and constructive criticism of others. Does not engage in critical thinking. Does not demonstrate ability to learn through self-reflection.	#1	#2
K. Values Professionalism: PROFESSIONAL DEVELOPMENT AND INVOLVEMENT	Regularly and actively participates in additional professional activities or events that promote professional development. Makes use of information from professional organizations, professional publications, and educational resources.	Occasionally participates in additional professional activities or events that promote professional development. Aware of professional organizations, professional publications, and other educational resources	Shows little interest in activities or events that promote professional development. Attends only what is mandatory. Unaware of professional organizations, professional publications, or other educational resources.	#1	#2
L. Values Professionalism: PROFESSIONAL RESPONSIBILITY	Accepts responsibility for own actions and for helping all students learn and actively seeks self-improvements. Consistently holds high expectations for the success of all students. Consistently looks to explain and remedy student lack of success by factors within the control of self.	Accepts responsibility for own actions and for helping students learn. Usually holds high expectations for the success of all students. Often looks to explain and remedy student lack of success by factors within the control of self.	Does not accept responsibility for own actions and for helping students learn. Holds low expectations for the success of some students. Consistently blames student lack of success on factors outside the control of self.	#1	#2

**Rubric adapted from Wayda, V, & Lund, J (2005). Assessing dispositions: An unresolved challenge in teacher education; Teacher candidates may know their subject, but are they suited for the job? The Journal of Physical Education, Recreation, & Dance, 76, p. 34.*

Disposition #1 Date		#1 Total Score	3 = 36 to 30	2 = 29 to 18	1 = 17 and below
Disposition #2 Date		#2 Total Score	3 = 36 to 30	2 = 29 to 18	1 = 17 and below

Signature of Person Completing This Form

Employee Signature

SCHOOL COUNSELOR PERFORMANCE RECORD

Evaluatee/Observee: _____ **Evaluator/Observer:** _____ **Years Experience:** _____

Grade(s): _____ **Date of Conference (Analyses):** _____ **School:**

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			
1: Program Management, Research, and Evaluation	Demonstrated	Partially Demonstrated	Not Demonstrated	Notes/Comments
1.1 Defines needs and priorities.	☐	☐	☐	_____
1.2 Determines Objectives.	☐	☐	☐	
1.3 Communicates with the stakeholders, including school councils, and the design, importance, and effectiveness of the program.	☐	☐	☐	
1.4 Organizes personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.	☐	☐	☐	
1.5 Evaluates the program to assure its contribution to the school's mission and goals.	☐	☐	☐	
1.6 Uses information systems and technology.	☐	☐	☐	
Standard 1 Holistic Score	3 ☐	2 ☐	1 ☐	
2: Developmental Guidance Curriculum	Demonstrated	Partially Demonstrated	Not Demonstrated	Notes/Comments
2.1 Assesses the developmental needs of students.	☐	☐	☐	_____
2.2 Addresses academic expectations and school-to-work initiatives.	☐	☐	☐	
2.3 Prepares students for successful transitions.	☐	☐	☐	
2.4 Evaluates the results of the curriculum's impact.	☐	☐	☐	
2.5 Modifies the curriculum as needed to continually meet the needs of students.	☐	☐	☐	
2.6 Guides individuals and groups of students through the development of educational and career plans.	☐	☐	☐	
2.7 Provides guidance for maximizing personal growth and development.	☐	☐	☐	
2.8 Teaches the school/district developmental guidance curriculum.	☐	☐	☐	
2.9 Assists teachers in the teaching of the guidance curriculum.	☐	☐	☐	
Standard 2 Holistic Score	3 ☐	2 ☐	1 ☐	
3: Individual/Small Group Counseling	Demonstrated	Partially Demonstrated	Not Demonstrated	Notes/Comments
3.1 Provides a safe, confidential setting in which students present their needs and concerns.	☐	☐	☐	_____
3.2 Promotes wellness.	☐	☐	☐	
3.3 Responds to crises.	☐	☐	☐	
3.4 Communicates empathy and understanding.	☐	☐	☐	
3.5 Utilizes a broad range of techniques and accepted theories appropriate to school counseling.	☐	☐	☐	
3.6 Utilizes assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).	☐	☐	☐	
3.7 Intervenes in problem/conflict situations and conduct follow-up sessions.	☐	☐	☐	
3.8 Respects and nurtures the uniqueness of each student.	☐	☐	☐	
3.9 Mediates classroom and student conflict.	☐	☐	☐	
3.10 Empowers students to develop and use their resources.	☐	☐	☐	
Standard 3 Holistic Score	3 ☐	2 ☐	1 ☐	
4: Consultation/Collaboration	Demonstrated	Partially Demonstrated	Not Demonstrated	Notes/Comments
4.1 Consults with parents, faculty, staff, administrators, and others to enhance their work with students.	☐	☐	☐	_____
4.2 Interprets relevant information concerning the developmental needs of students.	☐	☐	☐	
4.3 Reduces barriers to student learning through direct referred services.	☐	☐	☐	
4.4 Facilitates new student integration into the school environment.	☐	☐	☐	
4.5 Works with teachers to provide support for students in a crisis situation.	☐	☐	☐	
4.6 Interacts with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees.	☐	☐	☐	
4.7 Facilitates successful communication between and among teachers, parents and students.	☐	☐	☐	
4.8 Works with teachers and administrators relevant to behavior management to promote and support intervention strategies.	☐	☐	☐	
4.9 Consults with external community and professional resources.	☐	☐	☐	
Standard 4 Holistic Score	3 ☐	2 ☐	1 ☐	

5: Coordination	Demonstrated	Partially Demonstrated	Not Demonstrated	Notes/Comments
5.1 Coordinates with school and community personnel, including school councils, to provide resources for students.	☐	☐	☐	
5.2 Uses an effective referral process for assisting students and others to use special programs and services.	☐	☐	☐	
5.3 Identifies community agencies for referral of students.	☐	☐	☐	
5.4 Maintains cooperative working relationships with community resources.	☐	☐	☐	
5.5 Facilitates successful transitions from one level of education to the next (i.e., elementary to middle).	☐	☐	☐	
Standard 5 Holistic Score	3 ☐	2 ☐	1 ☐	
6: Assessment	**Demonstrated**	**Partially Demonstrated**	**Not Demonstrated**	**Notes/Comments**
6.1 Participates in the planning and evaluation of the district/school testing program.	☐	☐	☐	
6.2 Assesses, interprets and communicates learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles.	☐	☐	☐	
6.3 Collaborates with staff concerning assessment of special needs students.	☐	☐	☐	
6.4 Uses assessment results and other sources of student data in formulating student career/graduation plans.	☐	☐	☐	
6.5 Coordinates student records to ensure the confidentiality of assessment data.	☐	☐	☐	
6.6 Provides orientation sessions for faculty, students, and parents regarding the assessment program.	☐	☐	☐	
Standard 6 Holistic Score	3 ☐	2 ☐	1 ☐	
7: Adheres to Professional Standards	**Demonstrated**	**Partially Demonstrated**	**Not Demonstrated**	**Notes/Comments**
7.1 Adheres to professional codes of ethics of American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.	☐	☐	☐	
7.2 Adheres to federal/state laws and regulations related to education and child protection.	☐	☐	☐	
7.3 Is responsible for on-going professional development.	☐	☐	☐	
7.4 Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action.	☐	☐	☐	
7.5 Is knowledgeable of the position statements of the American School Counselor Association.	☐	☐	☐	
7.6 Identifies activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession.	☐	☐	☐	
Standard 7 Holistic Score	3 ☐	2 ☐	1 ☐	
8: Demonstrates Professional Leadership	**Demonstrated**	**Partially Demonstrated**	**Not Demonstrated**	**Notes/Comments**
8.1 Builds positive relationships within and between school and community.	☐	☐	☐	
8.2 Promotes leadership potential in colleagues.	☐	☐	☐	
8.3 Participates in professional organizations and activities.	☐	☐	☐	
8.4 Writes and speaks effectively.	☐	☐	☐	
8.5 Guides the development of curriculum and instructional materials.	☐	☐	☐	
8.6 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.	☐	☐	☐	
8.7 Initiates and develops educational projects and programs.	☐	☐	☐	
8.8 Practices effective listening, conflict resolution, and group-facilitation skills as a team member.	☐	☐	☐	
8.9 Presents program in a manner that reflects sensitivity to a multicultural and global perspective.	☐	☐	☐	
8.10 Writes for publication, presents at conferences and/or provides professional development.	☐	☐	☐	
8.11 Works with colleagues to administer an effective learning climate within the school.	☐	☐	☐	
Standard 8 Holistic Score	3 ☐	2 ☐	1 ☐	
9: Engages in Professional Development	**Demonstrated**	**Partially Demonstrated**	**Not Demonstrated**	**Notes/Comments**
9.1 Establishes priorities for professional growth.	☐	☐	☐	
9.2 Analyzes student performance to help identify professional development needs.	☐	☐	☐	
9.3 Solicits input from others in the creation of individual professional development plans.	☐	☐	☐	
9.4 Implements knowledge and skills acquired through on-going professional development.	☐	☐	☐	
9.5 Modifies own professional development plan to improve performance and to promote student learning.	☐	☐	☐	
Standard 9 Holistic Score	3 ☐	2 ☐	1 ☐	

DISPOSITIONS RATING FORM	Target	At Standard	Below Standard	Notes/Comments
A. Values Learning: Attendance	3	2	1	
B. Values Learning: Participation	3	2	1	
C. Values Learning: Preparation	3	2	1	
D. Values learning: Communication	3	2	1	
E: Values personal integrity: Emotional Control	3	2	1	
F. Values personal integrity: Ethical Behavior	3	2	1	
G. Values Diversity	3	2	1	
H. Values Collaboration	3	2	1	
I. Values professionalism: Respect for school rules, policies, and norms	3	2	1	
J. Values professionalism: Commitment to self-reflection and growth	3	2	1	
K. Values professionalism: Professional Development and Involvement	3	2	1	
L. Values professionalism: Professional responsibility	3	2	1	
SUB TOTAL PER COLUMN				
DISPOSITION RATING TOTAL (36 – 30 = 3, 29 – 18 = 2, 17 & Below = 1)	**Total Score**	**Rating**		
**Dispositions Rubric adapted from Wayda, V, & Lund, J (2005). Assessing dispositions: An unresolved challenge in teacher education; Teacher candidates may know their subject, but are they suited for the job? The Journal of Physical Education, Recreation & Dance, 76, p. 34*				

I am knowledgeable about the content of this Formative Conferencing Form and have had an opportunity to discuss this report in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with the content of this report.

_____
(Signature of Evaluatee) (Date)

I have discussed the content of this Formative Conferencing Form with the evaluatee.

_____
(Signature of Evaluator) (Date)

☐ FULL OBSERVATION YEAR
☐ SUMMATIVE ONLY YEAR

NUMBER OF DAYS USED FOR THE SCHOOL YEAR
_____SICK _____PERSONAL
_____EMERGENCY _____PRO DEV
_____JURY DUTY

LINCOLN COUNTY BOARD OF EDUCATION SUMMATIVE EVALUATION FOR SCHOOL COUNSELOR

Name_____ School_____ Date_____
Dates of Observation / Conference_____

Counselor Standards	Meet	*Does not Meet
1. Program Management, Research, and Evaluation	☐	☐
2. Developmental Guidance Curriculum	☐	☐
3. Individual/Small Group Counseling	☐	☐
4. Consultation/Collaboration	☐	☐
5. Coordination	☐	☐
6. Assessment	☐	☐
7. Adheres to Professional Standards	☐	☐
8. Demonstrates Professional Leadership	☐	☐
9. Engages in Professional Development	☐	☐
10. Dispositions Rating	☐	☐
OVERALL RATING	☐	☐

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the STANDARD number(s) checked below:
1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ 8. ☐ 9. ☐ 10. ☐

Evaluatee's Comments: (Attach additional pages if needed)

Evaluator's Comments: (Attach additional pages if needed)

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

This information has been reviewed and discussed with me. Evaluatee_____
Signature Date

Information has been reviewed and discussed. Evaluator_____
Signature Date

Opportunities for appeal processes at both the local and state levels are part of Lincoln County Evaluation Plan.
Employment Recommendation to Central Office:

☐ Meets standards for re-employment ☐ Assistance Growth Plan Required for Re-employment
☐ Does not meet standards for re-employment

_____
Principal's Signature Date

Certified employees must make their appeal to this summative evaluation within the time frames, mandated in 704.KAR3:345 Sections 7,8, 9 and the local district plan.

LINCOLN COUNTY DISPOSITIONS RATING FORM

NAME_____DATE_____

Rating Indicator	Target (3)	At Standard (2)	Below Standard (1)	Score	
A. Values Learning: ATTENDANCE	Consistently good attendance and is on time. Usually notifies school in advance. Gives reason for planned absence.	Occasionally misses and is rarely tardy. Tries to notify school of absence/tardy or contacts school following absence with reason for absence.	Exhibits a pattern of absence and/or tardiness. Does not notify school of absence/tardy or provide a reason.	#1	#2
B. Values Learning: PARTICIPATION	Actively engaged and interested in meetings. Volunteers and participates in discussions. Willing to present at meetings.	Is attentive. Attention is focused on meeting related materials and activities. Responds appropriately in discussions. Does not distract others in the meetings.	Inattentive in meetings, PLC, PD, etc. Rarely participates in discussion. Distracts others in meetings with behaviors or talking	#1	#2
C. Values Learning: PREPARATION	Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis. Work shows that adequate time and planning were allocated. Consistently well prepared.	Work is completed correctly and with accuracy. Work is basic. Meets deadlines adequately. Prepared most of the time.	Work completed with little attention to quality. May be sloppy and/or contain errors. Work is sometimes late or missing. Unprepared.	#1	#2
D. Values Learning: COMMUNICATION	Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.	Usually uses correct grammar in oral and written communication. Generally uses language that is appropriate and not offensive. Can convey ideas accurately.	Uses incorrect grammar in oral and/or written communications. May use slang, profanity, inappropriate vocabulary, or offensive language. Does not express ideas clearly. May display distracting language habits.	#1	#2
E. Values Personal Integrity: EMOTIONAL CONTROL	Displays steady emotional temperament. Is receptive to viewpoints of others and their suggestions. Holds self accountable for emotions and behaviors. Displays a sense of humor and/or willingness to get along with others	Maintains basic control of emotions. May show emotional reaction, but does not lose temper or control. Is able to listen to the perspectives of others. Is responsible for emotions and behaviors.	Emotions are not under control. May lose temper and show outburst of anger. Is disrespectful of peers and others. Does not take personal responsibility for emotions and behaviors. Blames others or outside circumstances for loss of emotional control.	#1	#2
F. Values Personal Integrity: ETHICAL BEHAVIOR	Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep word. Shows self to be a person of strong character.	Is truthful and honest in dealing with others. Uses discretion in keeping personal or professional confidences. Strives to be trustworthy and to keep word.	Shows pattern of dishonest or deceitful behavior. Fails to use discretion in keeping personal confidences. Cannot be counted on to keep word or to follow through as promised.	#1	#2

G. Values DIVERSITY	Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Listens carefully to others and respects the views of those perceived as different from self.	Accepts others who are different in ability, race, gender, or ethnicity. Displays respectful and responsive behavior toward the ideas and views of others. Interacts with others in a polite and professional manner with those perceived as different from self.	Rejects those who are different in ability, race, gender, or ethnicity. Displays intolerant, disrespectful, and unresponsive behavior toward the ideas and views of others. Interacts in an impolite or unprofessional manner with those perceived as different from self.	#1	#2
H. Values COLLABORATION	Actively seeks out new ideas and/or incorporates ideas of others. Willingly works with others to improve the overall environment. Regularly shares information and ideas.	Collaborates and consults with others. Accepts ideas of others. Relates adequately with others. Shares information and ideas.	Does not collaborate or consult with others.. Shows little regard for people and their ideas. Does not relate well with others. Does not share information or ideas.	#1	#2
I. Values Professionalism: RESPECT FOR SCHOOL RULES, POLICIES AND NORMS	Knows schools rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in patterns of dress, behavior, etc.	Aware of school rules and policies. Usually follows them without being reminded by others. Accepts reminders for breaches of rules or policies, and does not attempt to circumvent them in patterns of behavior, dress, etc.	Unaware of school rules and policies. Sometimes disregards known policies or restrictions. Wants exceptions to be made for self or tries to get around established rules of behavior, dress, etc. Thinks rules were made for others.	#1	#2
J. Values Professionalism: COMMITMENT TO SELF-REFLECTION AND GROWTH	Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Regularly engages in learning through self-reflection	Recognizes personal limitations and strengths. Accepts suggestions and constructive criticism of others. Demonstrates ability to think critically. Demonstrates ability to learn through self-reflection.	Does not recognize personal limitations or strengths. Does not accept suggestions and constructive criticism of others. Does not engage in critical thinking. Does not demonstrate ability to learn through self-reflection.	#1	#2
K. Values Professionalism: PROFESSIONAL DEVELOPMENT AND INVOLVEMENT	Regularly and actively participates in additional professional activities or events that promote professional development. Makes use of information from professional organizations, professional publications, and educational resources.	Occasionally participates in additional professional activities or events that promote professional development. Aware of professional organizations, professional publications, and other educational resources	Shows little interest in activities or events that promote professional development. Attends only what is mandatory. Unaware of professional organizations, professional publications, or other educational resources.	#1	#2
L. Values Professionalism: PROFESSIONAL RESPONSIBILITY	Accepts responsibility for own actions and for helping all students learn and actively seeks self-improvements. Consistently holds high expectations for the success of all students. Consistently looks to explain and remedy student lack of success by factors within the control of self.	Accepts responsibility for own actions and for helping students learn. Usually holds high expectations for the success of all students. Often looks to explain and remedy student lack of success by factors within the control of self.	Does not accept responsibility for own actions and for helping students learn. Holds low expectations for the success of some students. Consistently blames student lack of success on factors outside the control of self.	#1	#2

**Rubric adapted from Wayda, V, & Lund, J (2005). Assessing dispositions: An unresolved challenge in teacher education; Teacher candidates may know their subject, but are they suited for the job? The Journal of Physical Education, Recreation, & Dance, 76, p. 34.*

Disposition #1 Date		#1 Total Score	3 = 36 to 30	2 = 29 to 18	1 = 17 and below
Disposition #2 Date		#2 Total Score	3 = 36 to 30	2 = 29 to 18	1 = 17 and below

Signature of Person Completing This Form

Employee Signature

Stages of Professional Assistance

I. Enrichment Professional Growth Plan (PGP)

Purpose: To provide the employee professional growth over time through stages progressing from orientation/awareness to preparation/application to implementation/management to refinement/impact.

- Required of each employee of the system
- Targeted educational professional standards board experienced teacher standards
- Aligned to meet the specific goals and objectives of the school/district improvement plans and comply with 704 KAR 3:345
- Completed by the employee with the assistance of an evaluator and reviewed by the employee and evaluator annually

II. Assistance growth plan

Purpose: To provide the employee with additional assistance and supervision to help them make the necessary changes in their performance to meet district standards.

- Applies to tenured and non-tenured employees
- Initiated as deemed necessary by evaluator at any time a problem is identified
- Time frame set by evaluator to allow employee time to improve job performance and demonstrate that the standard(s) has been attained
- Observations by evaluator to determine employee progress
- The evaluator will provide assistance, resources, and opportunity to employee to grow professionally and reach district standards.
- If progress is demonstrated during allowed time, an enrichment growth plan will be developed.
- If little or no progress is being made toward the assistance growth plan, an **Intensive Assistance Team** may be necessary to aid the employee.

III. Intensive Assistance Plan – Page 53

Purpose: To provide the employee a reasonable plan to attain the standards of performance of the district

- Recommendation for continued employment contingent upon successful completion of the Intensive Assistance Plan
- Employee must meet each standard to be recommended for continued employment

Professional Growth Plan

For: _____

School Year:

Work Site: *Choose your work site from the drop down list.*

☐ **Enrichment** ☐ **Assistance**

**Listed below are targeted standards and performance criteria for professional growth. Certified employees will select 1-3 options.*

Targeted Standard: *Choose KY Teacher standard from the drop down list.*

Performance Criteria: *Choose Performance Criteria to match selected Standard.*

Present Stage of Awareness: *Choose present stage of awareness.*

Procedures & Activities to demonstrate mastery of performance criteria.

Expected Impact:

Date of Completion:

Targeted Standard: *Choose KY Teacher standard from the drop down list.*

Performance Criteria *Choose Performance Criteria to match selected Standard.*

Present Stage of Awareness: *Choose present stage of awareness.*

Procedures & Activities to demonstrate mastery of performance criteria.

Expected Impact:

Date of Completion:

Targeted Standard: *Choose KY Teacher standard from the drop down list.*

Performance Criteria *Choose Performance Criteria to match selected Standard.*

Present Stage of Awareness: *Choose present stage of awareness.*

Procedures & Activities to demonstrate mastery of performance criteria.

pected Impact:

Date of Completion:

**Listed below are areas that need improvement. Evaluator/employee will select applicable options (0-3).*

Targeted Disposition: *Choose a disposition from the drop down list.*

Procedures & Activities to demonstrate mastery of targeted disposition.

Expected Impact:

Date of Completion:

Targeted Disposition: *Choose a disposition from the drop down list.*

Procedures & Activities to demonstrate mastery of targeted disposition.

Expected Impact:

Date of Completion:

Targeted Disposition: *Choose a disposition from the drop down list.*

Procedures & Activities to demonstrate mastery of targeted disposition.

Expected Impact:

Date of Completion:

Employee's Comments:

Supervisor's Comments:

Professional Growth Plan Developed: Annual Review: ☐ Achieved; ☐ Revised; ☐ Continued

Employee's Name	Date	Employee's Name	Date
Supervisor's Name	Date	Supervisor's Name	Date

Stages of Development Related To Outcomes and Professional Development Strategies

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

Steps of the Intensive Assistance Plan

1. Request for Assistance Team

- Evaluator and employee meet to discuss the need for an assistance team.
- Professional growth plan reviewed and further developed to address identified needs.
- Evaluator and employee collaborate to select an assistance team of district employees.

NOTE – If the employee refuses assistance, it shall be considered insubordination and a recommendation for termination shall be made.

2. Organizational Meeting of Assistance Team

- Evaluator/employee/team members meet and discuss the assistance process.
- Evaluator/employee/team members establish a time frame for the assistance process.
- Evaluator/team members will provide assistance, resources, and opportunity for employee to demonstrate growth and improvement in job performance and the attainment of district standards.

3. Team Meeting(s)

- Team meetings are held as deemed necessary by the evaluator.
- Team meetings are documented in summary format on the Assistance Team Log.

4. Summative Evaluation

The evaluator determines if the employee has made sufficient progress with the team's assistance to meet district standards and if so, the summative evaluation is complete.

5. Summative Conference With Employee

The evaluator and employee will conference to place the employee back on an enrichment plan or an assistance plan as determined by the evaluator.

6. Evaluator's Conference With Superintendent

If sufficient improvement in performance toward meeting the standards has not occurred, the evaluator shall take the necessary steps to review with the superintendent the documentation needed to support a decision to terminate or non-renew the employee's contract.

7. Evaluator's Recommendation Letter to Superintendent

All decisions by the superintendent regarding the non-renewal or termination of employee contracts will be made in compliance with the appropriate Kentucky Revised Statutes and local board policy.

Intensive Assistance Plan

For: _____

School Year:

Work Site: *Choose your work site from the drop down list.*

**Listed below are targeted standards and performance criteria for professional growth. Certified employees will select 1-3 options.*

Targeted Standard: *Choose EPSB standard from the drop down list.*

Performance Criteria: *Choose Performance Criteria to match selected Standard.*

Present Stage of Awareness: *Choose present stage of awareness.*

Procedures & Activities to demonstrate mastery of performance criteria.

Expected Impact:

Date of Completion:

Procedures & Activities to demonstrate mastery of performance criteria.

Expected Impact:

Date of Completion:

Procedures & Activities to demonstrate mastery of performance criteria.

Expected Impact:

Date of Completion:

Targeted Standard: *Choose EPSB standard from the drop down list.*

Performance Criteria: *Choose Performance Criteria to match selected Standard.*

Present Stage of Awareness: *Choose present stage of awareness.*

Procedures & Activities to demonstrate mastery of performance criteria.

Expected Impact:

Date of Completion:

Procedures & Activities to demonstrate mastery of performance criteria.

Expected Impact:

Date of Completion:

Procedures & Activities to demonstrate mastery of performance criteria.

Expected Impact:

Date of Completion:

Targeted Standard: *Choose EPSB standard from the drop down list.*

Performance Criteria: *Choose Performance Criteria to match selected Standard.*

Present Stage of Awareness: *Choose present stage of awareness.*

Procedures & Activities to demonstrate mastery of performance criteria.

Expected Impact:

Date of Completion:

Procedures & Activities to demonstrate mastery of performance criteria.

Expected Impact:

Date of Completion:

Procedures & Activities to demonstrate mastery of performance criteria.

Expected Impact:

Date of Completion:

Targeted Disposition: *Choose a disposition from the drop down list.*

Procedures & Activities to demonstrate mastery of targeted disposition.

Expected Impact:

Date of Completion:

Procedures & Activities to demonstrate mastery of targeted disposition.

Expected Impact:

Date of Completion:

Procedures & Activities to demonstrate mastery of targeted disposition.

Expected Impact:

Date of Completion:

Targeted Disposition: *Choose a disposition from the drop down list.*

Procedures & Activities to demonstrate mastery of targeted disposition.

Expected Impact:

Date of Completion:

Procedures & Activities to demonstrate mastery of targeted disposition.

Expected Impact:

Date of Completion:

Procedures & Activities to demonstrate mastery of targeted disposition.

Expected Impact:

Date of Completion:

Targeted Disposition: *Choose a disposition from the drop down list.*

Procedures & Activities to demonstrate mastery of targeted disposition.

Expected Impact:

Date of Completion:

Procedures & Activities to demonstrate mastery of targeted disposition.

Expected Impact:

Date of Completion:

Procedures & Activities to demonstrate mastery of targeted disposition.

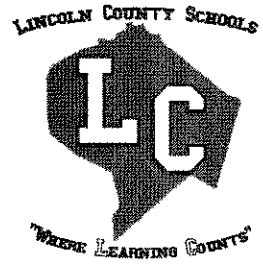
Expected Impact:

Date of Completion:

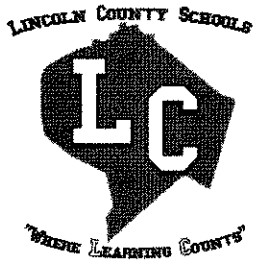
Professional Growth Plan Developed: Annual Review: ☐ Achieved; ☐ Revised; ☐ Continued

Employee's Name	Date	Employee's Name	Date
Supervisor's Name	Date	Supervisor's Name	Date

Team Members



Employee Assistance Record



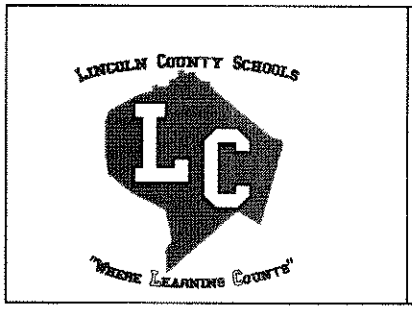
Employee Name:

Activity	*Dates*
Professional Growth Plan Developed	
Request for Assistance Team	
Evaluator / Supervisor / Colleague Meeting to explain assistance	
Assistance Team Selected	
Meeting(s) of Assistance Team	
Summative Evaluation	
Evaluator Conference with Superintendent	
Summative Conference with Employee	
Recommendation Letter to Superintendent	

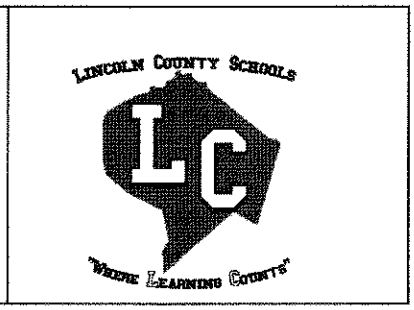
Signatures of meeting participants –

Principal: _____ *Employee:* _____
Date: _____ *Date:* _____

Team Members: _____ _____
_____ _____
_____ _____



Assistance Team Log of Activities



Employee:

Date of Meeting:

Team members present:

Summary of Meeting:

Recommendations:

Appeal Panel Process

Policy and Forms

Developed May 2009

-CERTIFIED PERSONNEL-

Appeals/Hearings

PURPOSE

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence.

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

APPEALS FILING PROCEDURES

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

1. Both the evaluatee and evaluator shall submit four (4) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The parties will exchange copies of documentation at the preliminary meeting as scheduled by the Panel Chairperson. The members of the Appeals Panel, the evaluator and the evaluatee will be the only persons to review the documentation. Once submitted to the Panel, all documentation will be stored in a secure place in the Central Office except during Appeals Panel procedures. Confidentiality will be maintained as described in procedure. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either parties involved or by the Panel members.
2. The Panel Chairperson will set the time and place for the preliminary meeting and the appeals hearing. The Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel for the preliminary meeting and the appeals hearing. All proceedings must be scheduled within timelines: the employee has 10 working days from receipt of summative evaluation to appeal; the Appeals Panel must issue the written appeal panel's decision within 15 working days from the date the appeal was filed.
3. At the preliminary meeting, the Panel will meet with both the evaluator and evaluatee to review all documents. After the review, both parties will be dismissed. The evaluator and evaluatee can asked to be dismissed whenever they have finished with their review of the documentation. When both parties have been dismissed, the Appeal Panel Members will then discuss, and prepare questions to be asked of each party by the Chairperson. However, additional questions may be posed by Panel members during the appeals hearing.
4. Legal counsel and/or chosen representative may be present during the preliminary meeting and/or the appeals hearing to represent either party. Written notice of intent to have legal (or other) representation at the preliminary meeting must be made to the Appeals Panel Chairperson no later than three (3) days prior to that meeting. Written notice of intent to have legal (or other) representation at the appeals hearing shall be given no later than at the preliminary meeting.

5. The appeals hearing will be audiotaped and a copy provided to both parties if requested in writing. The original will be maintained by the District in accordance with record retention guidelines promulgated by the Kentucky Department for Libraries and Archives.
6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the appeals hearing unless the evaluatee determines to hold an open hearing.
7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings during the appeals hearing.

Appeals/Hearings

PRELIMINARY MEETING PROCEUDRES

The following procedures will be implemented during the preliminary meeting:

1. The Chairperson of the Appeals Panel will be the central office member of the Appeals Panel. The chairperson will convene the preliminary meeting, review procedures, and clarify the Panel's responsibilities. The procedure for confidentiality will be reviewed.
2. The Chairperson will clarify the two purposes of the Appeals Process: 1.) to address whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan (procedural issues) and/or 2.) to address whether the summative evaluation is supported by the evidence (substance issues).
3. The Chairperson will discuss and confirm with all parties the time and place of the appeals hearing. The procedure for the appeals hearing will be reviewed.
4. The Chairperson will explain that the purpose of the preliminary meeting is to provide documentation to all parties and to the panel members. The chairperson assures that all documentation is maintained in a secure location in the Central Office except during the Appeals Panel procedures. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting place by either party involved or by the Panel members. The evaluator and evaluatee involved may keep copies of their own documentation.
5. The Chairperson will ask the evaluatee whether the appeals hearing will be open or closed. A closed hearing will include the panel members, evaluatee, evaluator and the chosen representatives if applicable. The Chairperson will ask the evaluatee and the evaluator whether they plan to have a representative. Either party shall provide written notice of intent to have legal (or other) representation at the appeals hearing during the preliminary meeting.

6. The Chairperson will collect the documentation and will distribute one copy to each of the participants including the panel members, the evaluator and the evaluatee. Time will be given for each party to review the documentation. After the evaluator has read the evaluatee's documentation and visa versa, the parties can ask the Chairperson to be dismissed from the preliminary meeting.
7. The Chairperson will collect all the documentation prior to dismissing the parties from the preliminary meeting.
8. After the evaluator and the evaluatee are dismissed, the Chairperson will give the panel members time to discuss and record questions that will be asked by the Chairperson at the appeals hearing. However, other questions can be posed during the hearing by any Panel Member.

APPEALS HEARING PROCEDURES

The following procedures will be implemented during the appeals hearing:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities. The procedure for confidentiality will be reviewed and documentation packets will be redistributed to each Panel member and each party involved in the appeal hearing. The evaluatee's right to appeal to the Kentucky Board of Education for procedural violations is explained.
2. Legal counsel and/or chosen representatives may be present during the hearing to represent either or both parties.
3. Each party will be allowed to make a statement of claim. The evaluatee will begin.
4. The evaluatee may present relevant evidence in support of the appeal.
5. The evaluator makes a statement of defense and may present evidence in support of the summative evaluation.
6. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony.
7. The Panel and/or the Chairperson may question the evaluatee, evaluator and witnesses.
8. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
9. Each party (evaluator and evaluatee) will be asked to make closing remarks.
10. The Chairperson of the Panel will make closing remarks.
11. The Chairperson will dismiss all parties (evaluator, evaluatee, representatives, etc.) so that the Panel members can deliberate and make the decision. Prior to dismissal of the appealing party, the Chairperson shall advise of the right to appeal procedural violations to the State Board for Elementary and Secondary Education Appeals Panel.

12. The decision of the Panel, after sufficiently reviewing all evidence, must include one of the following:
    a. Upholding all parts of the original summative evaluation.
    b. Voiding the original summative evaluation or any part of the summative.
    c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.

13. The chairperson of the Panel shall present the Panel's written decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
14. The Superintendent may take appropriate action consistent with the Panel's decision.
15. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
16. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

Review/Revised: 7/12/07

Reviewed/Revised: 6/11/09

- CERTIFIED PERSONNEL -

Evaluation Appeal Form

INSTRUCTIONS

This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel. The completed appeal form and any attachments shall be submitted to the superintendent of schools within 10 working days from the receipt of the summative evaluation.

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

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

_____

_____

_____

_____

_____

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____ Date _____

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

_____ _____

Employee's Signature ***Date***

RELATED PROCEDURES:

03.18 AP.11
03.18 AP.12

Review/Revised:7/20/2000
Reviewed/Revised: 6/11/2009

- CERTIFIED PERSONNEL -

Confidentiality of Records

Personnel evaluation records, specifically the personnel evaluation folder and its contents, will be kept as a part of the employee's personnel file and will be treated with the same confidentiality as other personnel records. During an appeal/hearing, evaluation records will be kept in a secure location designated by the Superintendent.

ACCESSIBILITY

Evaluation records will be accessible only to:

1. Members of the District Evaluation Appeals Panel when an employee has appealed his/her summative evaluation to the Panel.
2. Administrators who supervise, or share the supervision of, the evaluatee. Generally, these administrators will include the Principal/Assistant Principal in the evaluatee's building, the Superintendent, and other District-level administrative staff members, as designated by the Superintendent.
3. Records may be subpoenaed in cases where litigation occurs.

RELATED PROCEDURE:

03.18 AP.11

Review/Revised:8/15/2002

Appeal Panel Committee

Election Process and Forms

Developed May 2009

EVALUATION APPEALS PANEL
Principal Verification of Voting Process

Instructions for conducting the voting session:

- ❑ The voting session must be conducted and results returned to (name) at the central office no later than (date).
- ❑ The Principal must conduct the voting session and verify that no teacher submitted more than one ballot on which he or she voted for no more than two teacher nominees.
- ❑ Voting shall be by secret ballot. After teachers have cast their votes, place all ballots in the enclosed envelope, seal the envelope and return to the board office.
- ❑ Please have the teachers sign that they have been given the opportunity to vote. If you conduct voting in a meeting setting, teachers that could not attend should have an opportunity to cast their vote.
- ❑ Please make written announcement about the voting process for your school.
- ❑ The principal's signature is needed below:

I verify that the above process was followed in taking votes from certified staff for the representatives on the Evaluation Appeals Panel.

Principal's Signature: _____

Date: _____ School: _____

VOTING REGISTER
EVALUATION APPEALS PANEL
TEACHER REPRESENTATIVES

I acknowledge that I was afforded the opportunity to vote for the two teacher representatives that will serve on the Evaluation Appeals Panel for the term from April 2007 through Dec. 2008.

Teacher:	Date:	Teacher:	Date:

Lincoln County Evaluation Appeals Panel
Open Nomination Form

Nominee's Name: _____

School: _____

Is this teacher an Intern? _____ Has this teacher agreed to serve? _____

Please return this nomination form to (name of person) @ the Lincoln County Board of Education by (date). If you prefer, you may make this nomination by email.

Former representatives included (Names and Schools). Alternates were Names and Schools.

Lincoln County Evaluation Appeals Panel
Open Nomination Form

Nominee's Name: _____

School: _____

Is this teacher an Intern? _____ Has this teacher agreed to serve? _____

Please return this nomination form to (name of person) @ the Lincoln County Board of Education by (date). If you prefer, you may make this nomination by email.

Former representatives included (Names and Schools). Alternates were Names and Schools.

EVALUATION APPEALS PANEL
SECRET VOTING BALLOT

- Each *certified* employee shall have the opportunity to case one ballot.
- Please vote for the *two* teachers you want to represent you on the evaluation appeals panel for the next three years.
- Mark your ballot by placing a check in the box to the left of the two teachers for whom you are voting.
- Any ballot with more that two votes will not be counted.

☐ name -- school	☐ name -- school	☐ name -- school
☐ name -- school	☐ name -- school	☐ name -- school
☐ name -- school	☐ name – school	☐ name -- school

EVALUATION APPEALS PANEL
SECRET VOTING BALLOT

- Each *certified* employee shall have the opportunity to case one ballot.
- Please vote for the *two* teachers you want to represent you on the evaluation appeals panel for the next three years.
- Mark your ballot by placing a check in the box to the left of the two teachers for whom you are voting.
- Any ballot with more that two votes will not be counted.

☐ name -- school	☐ name -- school	☐ name -- school
☐ name -- school	☐ name -- school	☐ name -- school
☐ name -- school	☐ name – school	☐ name -- school

EVALUATION APPEALS PANEL
SECRET VOTING BALLOT

- Each *certified* employee shall have the opportunity to case one ballot.
- Please vote for the *two* teachers you want to represent you on the evaluation appeals panel for the next three years.
- Mark your ballot by placing a check in the box to the left of the two teachers for whom you are voting.
- Any ballot with more that two votes will not be counted.

☐ name -- school	☐ name -- school	☐ name -- school
☐ name -- school	☐ name -- school	☐ name -- school
☐ name -- school	☐ name – school	☐ name -- school

Scoring Worksheet for Appeals Panel Voting --- Nominee: _____

CO
HL
HV
MK
SF
WB
McG
LCMS
LCHS
FLHS
TOTALS

Current Lincoln County Appeals Panel
Term: March 2007 – September 2009

Elected Members

Jimmy Dyehouse, McGuffey Sixth Grade Center
Amanda Gay, Stanford Elementary School

Board Appointed Central Office Representative:
Secondary Supervisor

Elected Alternates

Lynn McFalls, Lincoln County High School
Stacy Johnson, Hustonville Elementary

Board Appointed Alternate:
Elementary Supervisor

(To be updated and distributed to all certified employees after elections.)