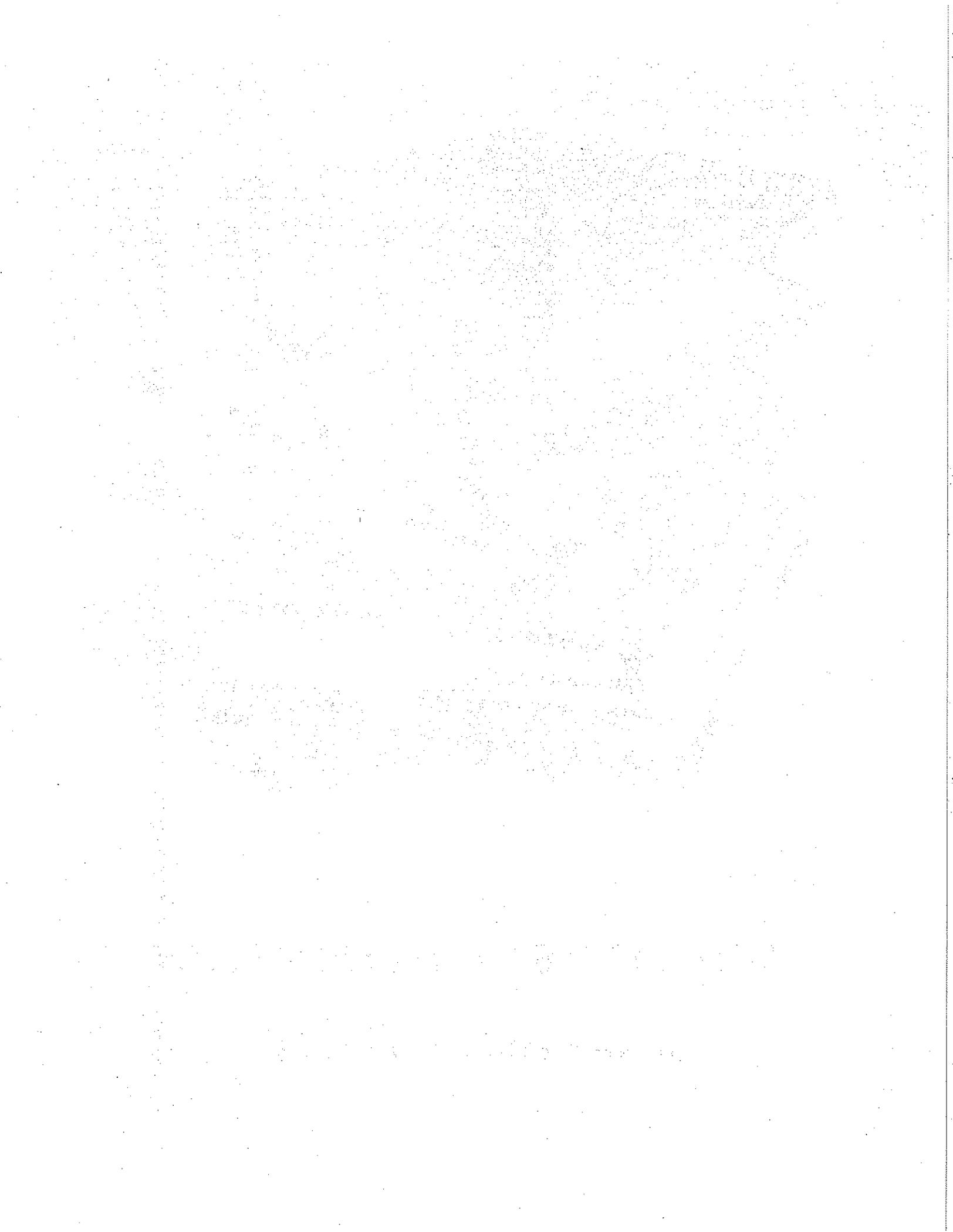


5/18/01



CERTIFIED EVALUATION PLAN

MARION COUNTY SCHOOLS



ASSURANCES

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

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

PURPOSE:

The purpose 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.

EVALUATION SYSTEM:

The Superintendent shall recommend for Board approval an evaluation system, developed by an evaluation committee composed of an equal number of teachers and administrators, for all certified employees which is in compliance with **KRS 156.557** and **704 KAR 3:345**.

The Superintendent shall designate a district office employee to serve as the Evaluation contact person. This individual shall serve as a liaison between the district and the KY Dept. of Education in matters concerning the district's evaluation process.

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. The Board of Education appraises the performance of the Superintendent.

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 Superintendent shall develop a professional growth plan pursuant to **KRS 156.111**. 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 certified in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative conferences 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. Each evaluatee will have the opportunity for a written response to the summative evaluation and such response will become part of the official personnel file.

Each person evaluated will be provided the opportunity for a review of the summative evaluation by the Local District Evaluation Appeals Panel. Provision is made for the right to review all documentation presented to the Appeals Panel and to be represented at the appeals.

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.

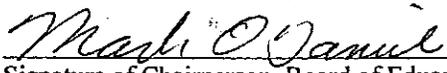
The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on

6/12/01


Signature of District Superintendent

6/12/01

Date



Signature of Chairperson, Board of Education

6/12/01

Date

**MARION COUNTY SCHOOLS CERTIFIED EVALUATION PLAN
COMMITTEE MEMBERS**

SCHOOL	NAME	POSITION
Calvary Elementary	Theresa Rakes	Teacher
Calvary Elementary	Eric King	Principal
Glasscock Elementary	Cindy Williams	Teacher
Glasscock Elementary	Lee Ann Divine	Principal
Lebanon Elementary	Tammy May	Teacher
Lebanon Elementary	Mendy Sexton	Principal
West Marion Elementary	Peggy Burke	Teacher
West Marion Elementary	Dan Lyvers	Principal
St. Charles Middle School	Gail King	Teacher
St. Charles Middle School	Bob Bright	Principal
Lebanon Middle School	Janet George	Teacher
Lebanon Middle School	David Hogan	Principal
Marion County High School	Sallye Thompson	Teacher
Marion County High School	Tom Sullivan	Teacher
Marion County High School	Chuck Hamilton	Principal
Marion County Education Asso.	Beverly Sullivan	Teacher
Marion County Board of Education	Diane Evans	Ele. Supervisor
Marion County Board of Education	Lynne Keen	Sec. Supervisor

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**PROFESSIONAL GROWTH AND EVALUATION PROCESSES
NEW AND EXPERIENCED TEACHERS**

Non-Tenured one (1) through four (4) years	Tenured More than four (4) years
All certified employees shall be made aware no later than the end of the first month of reporting for employment for each school year of the criteria on which they are to be evaluated.	
FORMATIVE PHASE (data collection)	
<p align="center">Pre-conference Form (prior to each observation)</p> <ol style="list-style-type: none"> who observes when observations are to occur where unit of study/lesson plan other exchange of information 	<p align="center">Pre-conference Form (prior to each observation)</p> <ol style="list-style-type: none"> who observes when observations are to occur where unit of study/lesson plan other exchange of information
<p align="center">Formative Observations</p> <ol style="list-style-type: none"> Minimum of two (2) per year when results are satisfactory. prior to each formative conference <p>*More observations shall occur when results are unsatisfactory</p>	<p align="center">Formative Observations</p> <ol style="list-style-type: none"> minimum of one (1) every (3) three-year period when results are satisfactory prior to each formative conference <p>*Multiple observations shall occur when results are unsatisfactory</p>
<p align="center">Formative Conferences (post)</p> <ol style="list-style-type: none"> Minimum of two (2) per year evaluator/evaluatee within one (1) work-week (5 working days) following each formal classroom observation open discussion of observation and feedback to teacher regarding performances/products discuss/establish/revise individual professional growth plan/activities <p>*More conferences shall occur when observation results are unsatisfactory</p>	<p align="center">Formative Conferences (post)</p> <ol style="list-style-type: none"> Minimum of one (1) every (3) three-year period when results are satisfactory evaluator/evaluatee within one (1) work-week (5 working days) following each formal classroom observation open discussion of observation and feedback to teacher regarding performances/products discuss/establish/revise individual professional growth plan/activities <p>*Multiple conferences shall occur when observation results are unsatisfactory</p>
SUMMATIVE PHASE (decision-making)	
<p align="center">Summative Conference (post)</p> <ol style="list-style-type: none"> discussion between person evaluated and evaluator once each year includes all evaluation data collected held at the end of the evaluation cycle completed (written) evaluation report provided to person evaluated establish/revise individual professional growth plan 	<p align="center">Summative Conference (post)</p> <ol style="list-style-type: none"> discussion between person evaluated and evaluator once every (3) three-year period includes all evaluation data collected held at the end of the evaluation cycle completed (written) evaluation report provided to person evaluated establish/revise individual professional growth plan
<p align="center">Summative Evaluation</p> <ol style="list-style-type: none"> once each year summary/conclusions from all evaluation data (formative and summative) written evaluation report 	<p align="center">Summative Evaluation</p> <ol style="list-style-type: none"> minimum of one (1) every (3) three year period summary/conclusions from all evaluation data (formative and summative) written evaluation report
<p>District teacher personnel files shall contain:</p> <ol style="list-style-type: none"> Summative evaluation (completed form) per teacher at the end of the evaluation cycle. Individual professional growth plan per teacher/per evaluation cycle (reviewed/revise as needed). Intern records maintained according to KTMP 704 20:690 	

Glossary of Evaluation Terms and Definitions
(as applied to Kentucky's professional growth and certified personnel evaluation process)

Evaluation terms and definitions listed below include those presented in KRS 156.101, 704 KAR 3:345, and KRS 160.345 (2).

Administrator: any staff person who devotes the majority of his/her employed time to service as principal, assistant principal, head teacher, supervisor, coordinator, director, assistant director, administrative assistant, finance officer, pupil personnel worker, guidance counselor, or school business administrator including the superintendent and any assistant, associate, or deputy superintendent.

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

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

Corrective action plan: a plan developed by the evaluator and evaluatee as a result of an unsatisfactory standard rating(s) on the summative evaluation or unsatisfactory performance at any time during the school year. Specific assistance and activities are identified and progress monitored.

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

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

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

Evaluation plan: a plan which includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. Both the plan and the procedures must be approved by the Kentucky Board of Education.

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

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

Formal observation: a scheduled classroom observation of a lesson.

Indicators: measurable behaviors and outcomes which demonstrate performance

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

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

Performance criteria: performance areas, skills, or outcomes on which the certified

employee shall be evaluated based upon position and the district evaluation plan.

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

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

Primary evaluator: the immediate supervisor of the certified school employee. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

Post-conference: a meeting between the evaluator and the evaluatee to analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan.

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

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

Summative evaluation: the summary and analysis of all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle and includes a conference involving the primary evaluator and the evaluatee with a written evaluation report.

Teacher: any certified staff person who directly instructs students.

THE EVALUATION PROCESS HOW IT WORKS

A. ORIENTATION

An orientation session to acquaint certified employees with the evaluation process will be conducted by administrators within the first month of reporting for employment each school year. All employees who are newly hired during the school year will receive training within their first month of employment.

This annual review shall be an explanation of the contents of the evaluation plan handbook, including the Evaluation Standards and Performance Criteria. Each building principal is responsible for explaining to building personnel the Indicators (or "Look-Fors") for Performance Criteria that are building-specific, based on the school's consolidated plan goals, professional development training the staff has taken, or other factors.

The immediate supervisor shall be designated as the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

All monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.

B. PROCEDURE

Individual Professional Growth Plan (IPGP)

An individual growth plan for all evaluatees shall be developed and/or reviewed annually. Development of the professional growth plan is the responsibility of both the evaluator and the evaluatee. The individual professional growth plan must be aligned with specific goals and objectives of the School Consolidated Plan or personal professional growth plan, but also allows for individual growth from the Evaluation Standards.

The IPGP should be completed prior to the closing of the preceding year. New employees should complete the plan within one month after being employed.

Formative Data Collection

Non-tenured teachers shall have a minimum of two (2) formative evaluations with at least one of those being a formal classroom observation and the other being completed from information gathered during walk-throughs, brief observations, lesson plans, student products, records, etc. A pre-observation form will be completed by the evaluatee and submitted to the evaluator prior to the formal observation with the pre-observation conference being optional. Professional portfolio documentation may be used to provide evidence of effective job performance. A conference shall be held to discuss each completed formative instrument. A post-observation conference shall occur within five (5) working days following the formal observation. These conferences will focus on formative data collected (including but not limited to lesson plans, samples of student products, records or other appropriate materials) as well as the Individual Professional Growth Plan (IPGP). During a conference, recommendations for growth will be formulated. The evaluator and evaluatee shall each sign the evaluation form indicating that the conference is complete. Additional observations and conferences shall be conducted as needed.

In accordance with 704 KAR 3:345; Section 4; (2a): During the formative evaluation process, if the evaluator and evaluatee are in a state of disagreement about the evaluatee's performance, then the evaluator may exercise the option to ask for a second opinion from an outside source. 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.

Tenured teachers must have at least one (1) formal classroom observation during the year their summative is due. Tenured teachers may have a formal observation each year with the pre-observation form and post-observation conference being part of the evaluation process. A post-observation conference shall occur within five (5) working days following the observation. Additional observations and conferences shall be conducted as needed in accordance with 704 KAR 3:345; Section 4; (2) (f), which reads, "Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory".

In cases where an employee is shared between two or more schools, each principal of the involved schools will conduct a minimum of one formative observation and conference. The principal of the home-based school will write the summative evaluation and have a conference with the employee. The principal conducting the summative evaluation will be responsible for obtaining and including input from the other principal(s) involved.

Summative Evaluation

The summative evaluation is a summary of, and conclusion from, all evaluation data including the Formative Data Collection form, written documentation and IPGP.

During the summative evaluation conference, the evaluator shall review and discuss each Evaluation Standard and indicate whether the performance criteria have been met, not met, or if growth is needed. The Summative Evaluation Form is signed by both the evaluator and evaluatee. The evaluatee may attach additional comments to the evaluation. The summative evaluation forms are submitted to the Director of Evaluation by May 1. The summative evaluation forms for administrators shall be completed and submitted to the Director of Evaluation by June 15. The Marion County Schools Evaluation Tracking Form will accompany summative evaluation forms received from each primary evaluator.

Frequency of Evaluation:

- Non-tenured teachers shall have a summative evaluation annually.
- Intern teachers shall be evaluated according to the Kentucky Teacher Intern Program (KTIP) in lieu of the Marion County Schools Certified Evaluation Plan. Intern teachers involved in KTIP must participate in and have on file the Marion County Schools Individual Professional Growth Plan. The Marion County Schools Summative Evaluation form shall also be completed. Formative data may be transferred from the KTIP instruments to complete the summative evaluation form.
- Tenured teachers shall have a summative evaluation a minimum of once every three years. Additional summative evaluations may be conducted as needed; a memo of notification will be sent to teachers who are not in their current summative cycle and are to be evaluated.
- Administrators shall have a summative evaluation annually (principals, assistant principals, counselors, associate superintendents, directors, coordinators, head teachers, and psychologists). A formative data collection form may be used. The superintendent at his/her discretion may use other data collection processes and forms as he/she deems appropriate. A summative evaluation form will be completed by the primary evaluator and will be reviewed during a summative conference.

Letters and Memos

In addition to district-adopted evaluation forms, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

Corrective Action Plan

A corrective action plan may be written at any time during the school year, but must be written if evaluatee receives a "Does not Meet" on the summative form.

A corrective action plan may be developed for two purposes: (1) when improvement is needed to correct one (1) or two (2) critical deficiencies in performance standards that cannot wait for the formal observation and summative conference; (2) after the formal observation and during the summative evaluation conference. When the CAP is developed during

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During a conference, recommendations for growth will be formulated. The evaluator and evaluatee shall each sign the evaluation form indicating that the conference is complete. Additional observations and conferences shall be conducted as needed.

During the formative evaluation process, if the evaluator and evaluatee are in a state of disagreement about the evaluatee's performance, then the evaluator may exercise the option to ask for a second opinion from an outside source. The evaluatee may then be observed by the assistant principal, the associate superintendent of instruction/personnel, or director of instructional services. This is in accordance with 704 KAR 3:345; Section 4; (2) (a) which reads, "The immediate supervisor shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator".

Tenured teachers must have at least one (1) formal classroom observation during the year their summative is due. Tenured teachers may have a formal observation each year with the pre-observation form and post-observation conference being part of the evaluation process. A post-observation conference shall occur within five (5) working days following the observation. Additional observations and conferences shall be conducted as needed in accordance with 704 KAR 3:345; Section 4; (2) (f), which reads, "Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory".

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During the summative evaluation conference, the evaluator shall review and discuss each Evaluation Standard and indicate whether the performance criteria have been met, not met, or if growth is needed. The Summative Evaluation Form is signed by both the evaluator and evaluatee. The evaluatee may attach additional comments to the evaluation. The summative evaluation forms are submitted to the Director of Evaluation by May 1. The summative evaluation forms for administrators shall be completed and submitted to the Director of Evaluation by June 15. The Marion County Schools Evaluation Tracking Form will accompany summative evaluation forms received from each primary evaluator.

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- Administrators shall have a summative evaluation annually (principals, assistant principals, counselors, associate superintendents, directors, coordinators, head teachers, and psychologists). A formative data collection form may be used. The superintendent at his/her discretion may use other data collection processes and forms as he/she deems appropriate. A summative evaluation form will be completed by the primary evaluator and will be reviewed during a summative conference.

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In addition to district-adopted evaluation forms, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

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A corrective action plan may be written at any time during the school year, but must be written if evaluatee receives a "Does not Meet" on the summative form.

A corrective action plan may be developed for two purposes: (1) when improvement is needed to correct one (1) or two (2) critical deficiencies in performance standards that cannot wait for the formal observation and summative conference; (2) after the formal observation and during the summative evaluation conference. When the CAP is developed during

the summative conference, no more than 3 or 4 specified areas should be denoted for improvement at any given time. When the evaluatee meets specified areas another area may be added.

Corrective action plans will be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action plans will be documented on the corrective action form.

After a conference with the evaluatee, the evaluator will send a copy of the Corrective Action Plan to the Director of Evaluation. The Director of Evaluation will be responsible for informing the Superintendent of all persons involved in the Corrective Action Plan process.

Employees who fail to make sufficient progress to meet Evaluation Standards identified for them will not be recommended to the Superintendent for rehire. If the Superintendent chooses to dismiss the employee, the employee will be notified by April 30.

C. RESPONSIBILITIES for EVALUATION

1. The Marion County Board of Education will evaluate the superintendent.
2. The Superintendent will evaluate principals and central office personnel.
3. The director of special education will evaluate the school psychologists and consultants.
4. Principals will evaluate assistant principals, guidance counselors, librarians, speech therapists, and teachers.
5. The preschool coordinator will evaluate his/her certified staff.

The primary evaluator may delegate observations to a properly certified evaluator. The primary evaluator will review, have input, and concur with the finding of a designee. The primary evaluator will conduct the summative conference and sign the summative evaluation feedback instrument.

D. EVALUATION TRAINING

All Marion County Evaluators shall be trained, tested and certified according to state guidelines.

Continued certification as an evaluator shall be contingent upon the completion of a minimum of twelve (12) hours of evaluation training every two years. This training shall be in any one, or combination, of the following skill areas:

- > Use of the local evaluation process and instrument;
- > Identification of effective teaching/management practices;
- > Effective observation and conferencing techniques;
- > Establishing and assisting with certified employee improvement plans;

Hours of training received in the use of the local evaluation process and instruments shall be certified by the local board of education and be subject to review by the State Department of Education.

Hours of training received in other skill areas may compose part of the evaluator's required hours of continued certification.

The Marion County Board of Education has designated Lynne Keen, Instructional Supervisor to be responsible for evaluation training and as the contact person for the evaluation plan submitted.

APPEALS PROCESS

APPEAL PROCEDURE

1. Certified employees who believe they were unfairly evaluated can only appeal following a summative evaluation and must do so in writing to the chairperson of the evaluation appeal panel within five (5) working days of receipt of the evaluation.
2. An appeal must be submitted to the chairperson on an appeals request form.
3. No member of the panel shall serve on any appeal in which he/she was the evaluator.
4. No panel member shall serve on any appeal brought by the member's immediate family.
5. The panel shall make a recommendation to the Superintendent of Schools within fifteen (15) working days from the date of filing the appeal.
6. A certified employee who wishes to do so may appeal procedural matters to the State Board of Education after the appeal process has been completed.

POWERS AND CONDITIONS

1. The burden of proof rests with the employee appealing to the panel.
 2. The evaluator shall be allowed an opportunity to respond to the claims of the appealing employee and to present written records which support the summative evaluation.
 3. The panel shall have the power to review all documents presented to it.
 4. The panel shall have the authority to interview both the appealing employee and the evaluator.
 5. After sufficiently reviewing all evidence, the panel shall issue one of the following three recommendations to the superintendent within seven (7) working days from the date an appeal is reviewed.
 - Uphold the original summative evaluation.
 - Remove the whole evaluation and any part of the summative evaluation
 - Order a second evaluation conducted by a trained evaluator employed by the district.
- [The superintendent or designee will render a decision based on the recommendation of the appeals panel within three (3) working days and notify the evaluatee.]
6. The results of the actions taken by the Superintendent or designee upon the recommendations of the panel will be placed in the employee's personnel file.

MEMBERSHIP AND ELECTION PROCEDURES

The certified employees shall elect two members and two alternates to serve on the Evaluation Appeal Committee. One member shall be appointed by the Marion County Board of Education.

- A. Each school faculty shall nominate one certified employee willing to serve as a committee member.
- B. Ballots listing the candidates shall be prepared and distributed to all certified staff members.
- C. Ballots shall be collected and forwarded from each school to the Central Office where they shall be kept on file for two years.
- D. The Director of Evaluation shall total the votes and keep tally sheets on file for two years.
- E. Each election year, the candidate with the largest vote is named as a member of the appeals committee.
- F. The candidate receiving the second largest vote shall be named alternate.
- G. Members will serve 2 year terms with one member being elected or appointed each year. Members may serve more than one (1) term.

Members of the Appeals Panel for 2001-2002 are:

Elected: John Mattingly (second year of three year term)
Eric King (first year of three year term)

Appointed: Kathee Morgeson

Alternates: Angela Owen
John Brady

APPEALS PANEL HEARING PROCEDURES

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

A preliminary hearing will be held to provide documentation to all parties and the panel. The chairperson of the panel shall be the person appointed to the committee by the Superintendent. Four (4) copies of all documentation to be considered in the appeal shall be available to the committee at this time. The chairperson shall convene the hearing and explain procedures for the process. The evaluatee and evaluator may be represented by legal counsel to the panel if requested. The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluatee, evaluator and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony. After the evaluatee and evaluator leave, the appeals committee shall remain and review all documents and formulate questions for the hearing.

Within three (3) working days a hearing will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. An opportunity for questioning each party shall be provided. The panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will then be permitted to leave and the panel will consider all information provided them. A decision regarding their findings shall be presented to the Superintendent within fifteen (15) working days of the filing of the appeal.

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

- A. Uphold the original evaluation
- B. Remove the whole evaluation and any part of the summative evaluation.
- C. Order a second evaluation conducted by a trained evaluator employed by the district.

The chairperson of the panel shall present the decision to the Superintendent for action within seven (7) working days of the panel's decision.

The Superintendent or designee will render a decision based upon the recommendation of the appeals panel within three (3) working days and notify the evaluatee.

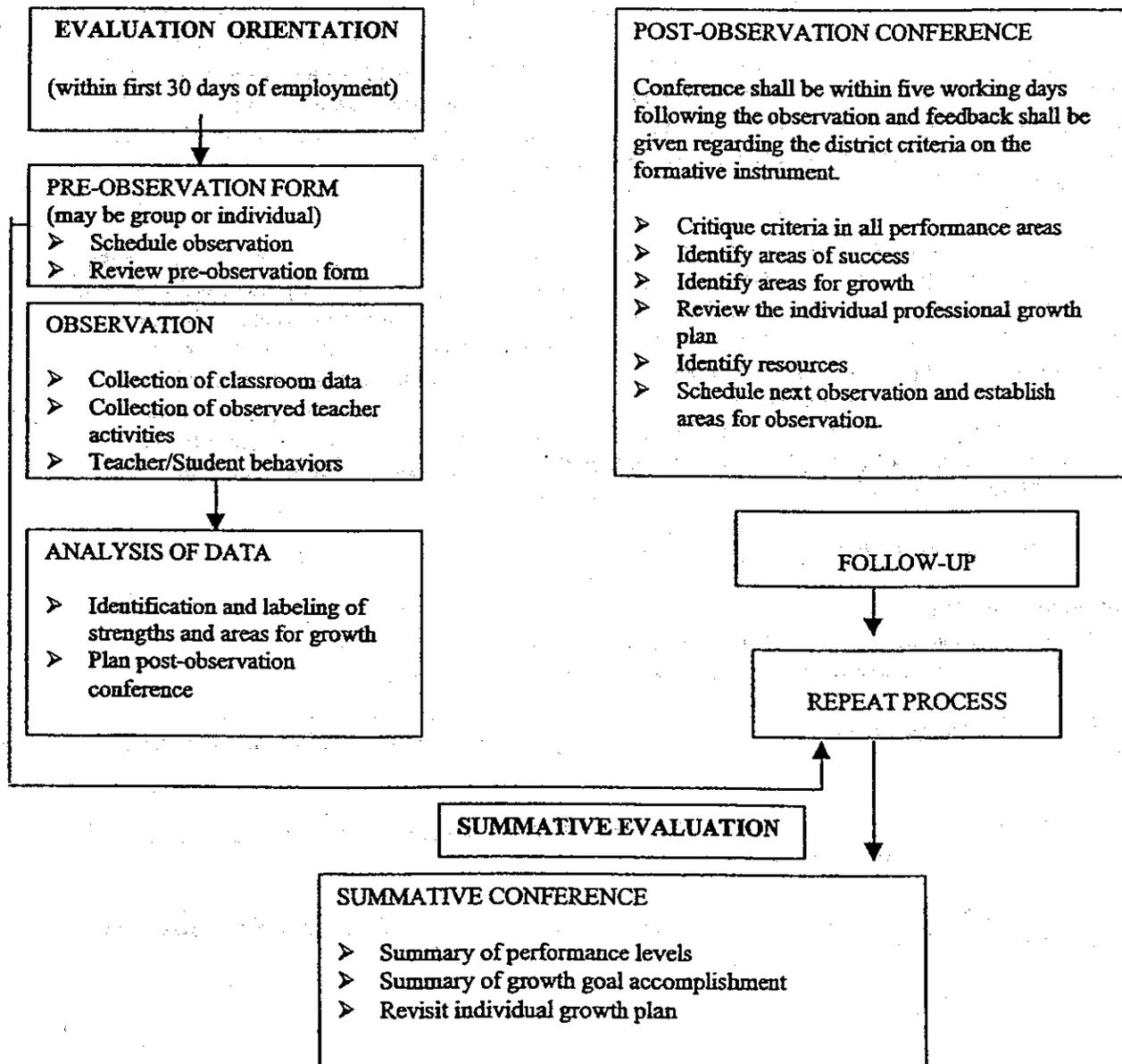
Any evaluatee who feels that the procedural issues were violated may appeal the decision to the State Board for Elementary and Secondary Education Appeals Panel.

TEACHER PERFORMANCE APPRAISAL PROCESS

The evaluation process for teachers should include a minimum of two observations for non-tenured and a minimum of one observation for tenured teachers, and other formative data collection activities culminating in the completion of the district's summative evaluation form. The individual professional growth plan is completed annually and is aligned with the school Consolidated Plan and Evaluation Standards.

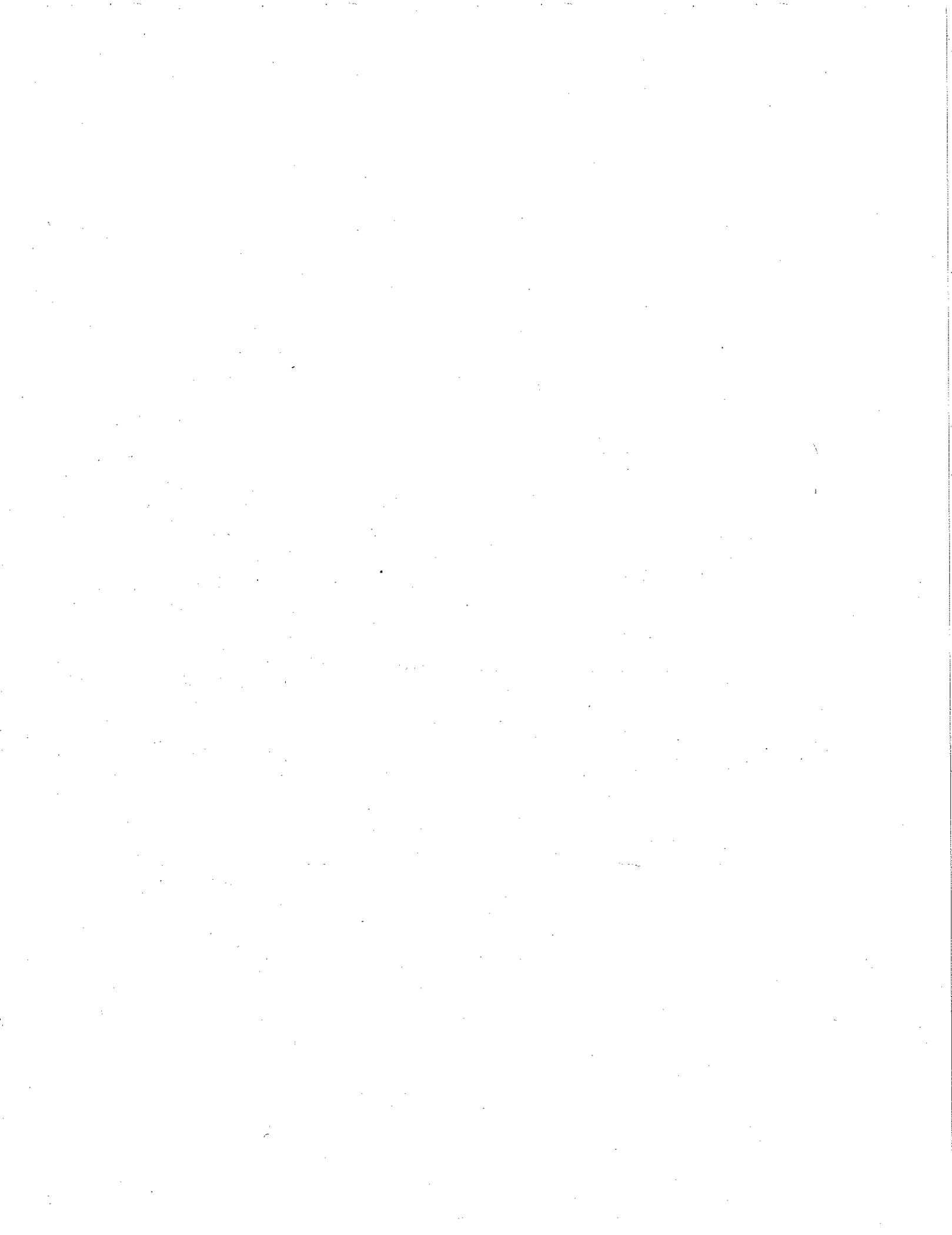
The success of the evaluation process is predicated upon the knowledge, attitude and skills of the evaluator.

FORMATIVE EVALUATION



MARION COUNTY SCHOOLS
EVALUATION CYCLE TIMELINE FOR
MANAGEMENT OF PROFESSIONAL GROWTH PLAN AND DATA COLLECTION

STEP	TIMELINE
1. Build Individual Professional Growth Plan- all certified employees	1. Complete prior to closing day of preceeding year. *New employees should complete the plan one month after employment.
2. Review Evaluation Plan, including Standards and Performance Criteria	2.*EACH AUGUST, with all certified personnel *No later than the END OF 1 st MONTH of employment
3. Implement Professional Growth Plan or Individual Corrective Action Plan	3.*As soon as Individual Professional Growth Plan (and/or Individual Corrective Action Plan) is signed
4. Conduct formal observations and conferences for data collection regarding performance of employee: a. Classroom teachers: Non-Tenured Teacher interns-will follow timeline as designated by KTIP Policies. b. Classroom Teachers: Non-Tenured c. Classroom Teachers: Tenured d. Administrators	4.*Conferences are to follow classroom observations by no more than five working days. a. Pre-observation form completed at least one (1) day prior to observation b. Two observations and conferences per school year. (one (1) per semester) Summative conference may occur at anytime during school year but no later than MARCH 31. c. A formal observation and a Summative conference may occur at anytime but at least once every 3 years. Must be completed by MARCH 31. d. Summative conference may occur at anytime but shall be completed by MAY 31 annually.
5. All Certified Staff	3. *At any time, letters and memos regarding performance may be written. These letters and memos become part of the evaluation folder.
6. Continuous Observations/Conference/Corrective Action Plans.	6. *At any time prior notice is not required.
7a. Assess results, review/revise the current year's Individual Professional Growth Plan 7b. Principal recommendation for non-renewal of contract (non-tenured employees).	7a. No later than MARCH 31. 7b. In writing to the Superintendent no later than APRIL 15.
8. All completed summatives should be filed at the Central Office.	7. No later than MAY 1 for regular certified staff evaluated and MAY 31 for administrators.



**MARION COUNTY SCHOOLS
INDIVIDUAL PROFESSIONAL GROWTH PLAN**

NAME: _____ DATE: _____ SCHOOL/ SCHOOLYEAR: _____

AREAS OF GROWTH: STANDARDS, CONSOLIDATED PLAN, PERSONAL GROWTH

IMPROVEMENT/GROWTH PLAN OBJECTIVE(S): List the desired objective(s), outcome and change to be accomplished.

ACTIVITIES OR STRATEGIES: Explain what activities or strategies the certified employee will use to achieve the objective(s). State the assistance to be provided by the evaluator.

PERFORMANCE APPRAISAL: State the method by which progress will be measured and monitored.

TIMELINE:

Certified Employee's
Comments: _____

Evaluator's Comments:

Certified Employee's Signature Date Evaluator's Signature

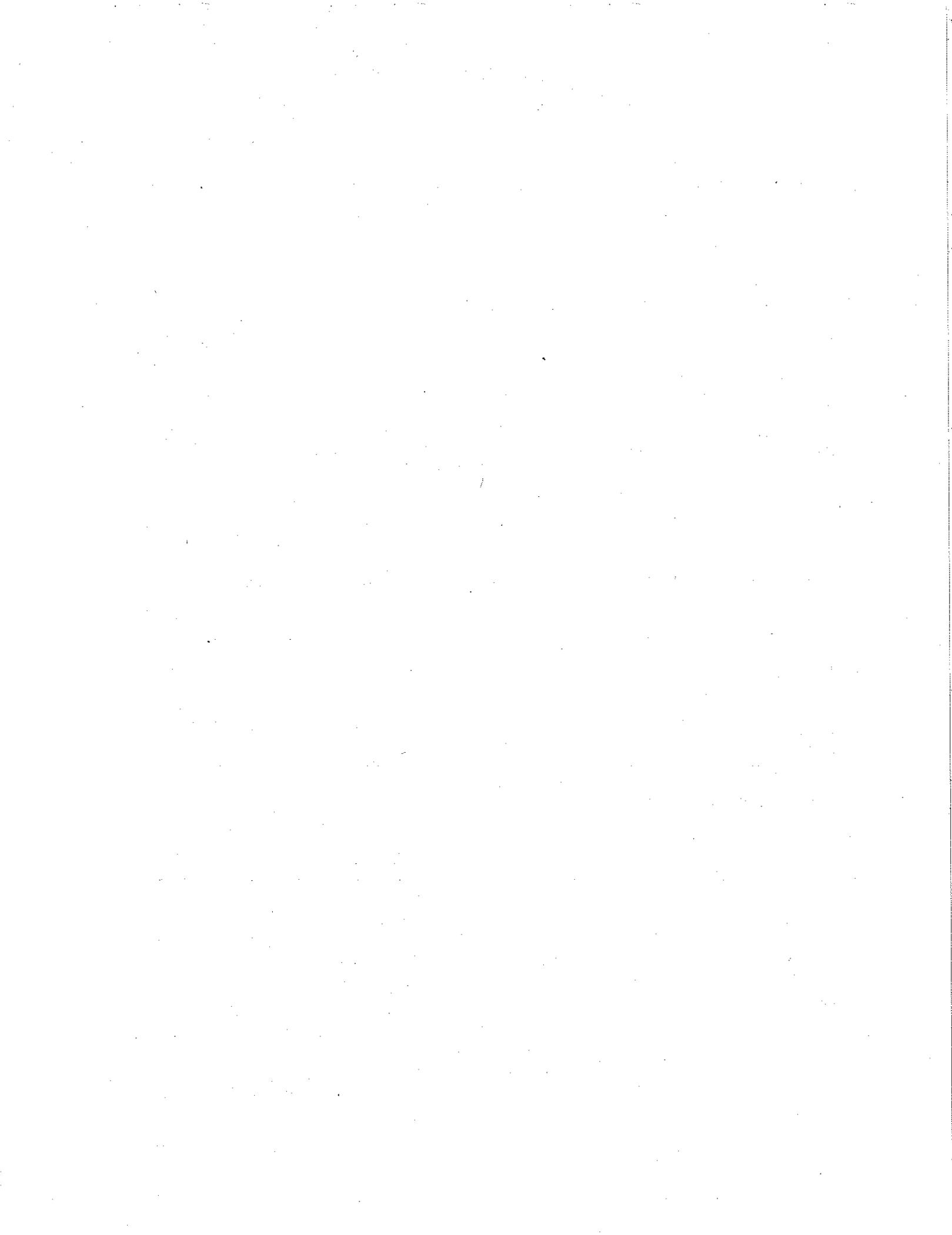
Indicate whether the improvement/growth plan objective(s) were achieved.

Achieved _____ Not Achieved _____ Date: _____

Comments: _____

Certified Employee's Signature

Evaluator's Signature



MARION COUNTY SCHOOLS

OBSERVATION LESSON PLAN

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

Name: _____ Date: _____ Grade Level: _____

Subject: _____ Topic: _____

Objectives-

Clearly state your broad goals and specific objectives for learning (e.g., concepts, procedures, skills, etc.. you want students to learn).

Core Content/Academic Expectations-

Identify and explain how your objectives relate to the Core Content for Assessment.

Materials-

List materials that will be used during the lesson. Attach print material to be used with students.

Procedures-

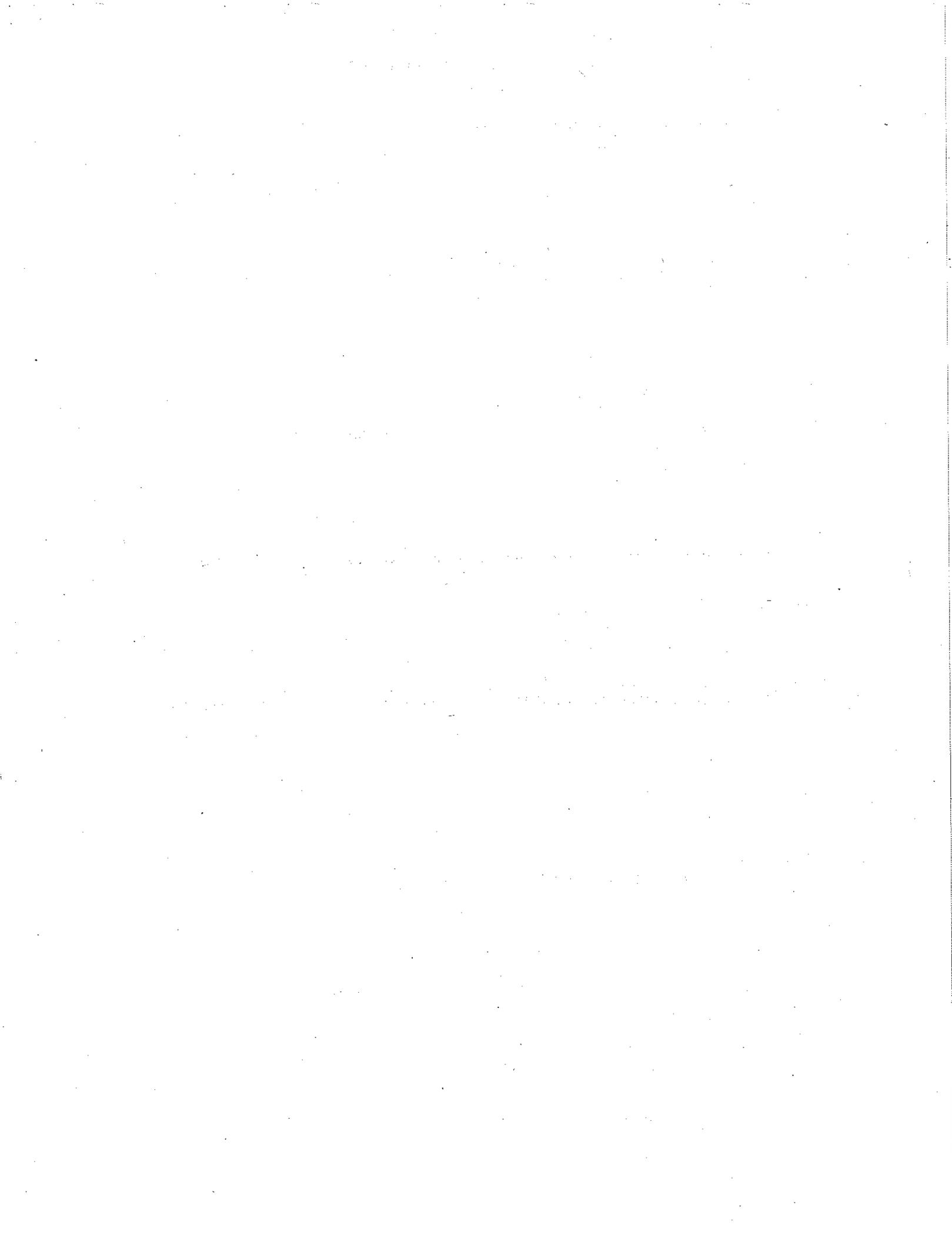
Describe the strategies and activities you will use to involve students and accomplish your objectives.

Student Assessment-

Clearly state how you will assess student progress.

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

Professional Growth Plan Connections:



Evaluation Standards and Performance Criteria for Teachers

Standard 1: Demonstrates Professional Leadership

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

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

Standard 2: Demonstrates Knowledge of Content

The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

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

Standard 3: Designs/Plans Instruction

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

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

Standard 4: Creates/Maintains Learning Climate

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

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

Standard 5: Implements/Manages Instruction

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

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

Standard 6: Assess and Communicates Learning Results

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

- 6.1 Selects and uses appropriate assessments.
- 6.2 Makes appropriate provisions for assessment processes and address social, cultural, and physical diversity.
- 6.3 Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.
- 6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results.
- 6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
- 6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

Standard 7: Reflects/Evaluates Teaching/Learning

The teacher reflects on and evaluates teaching/learning

- 7.1 Assesses and analyzes the effectiveness of instruction.
- 7.2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
- 7.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

Standard 8: Collaborates with Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

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

Standard 9: Engages in Professional Development

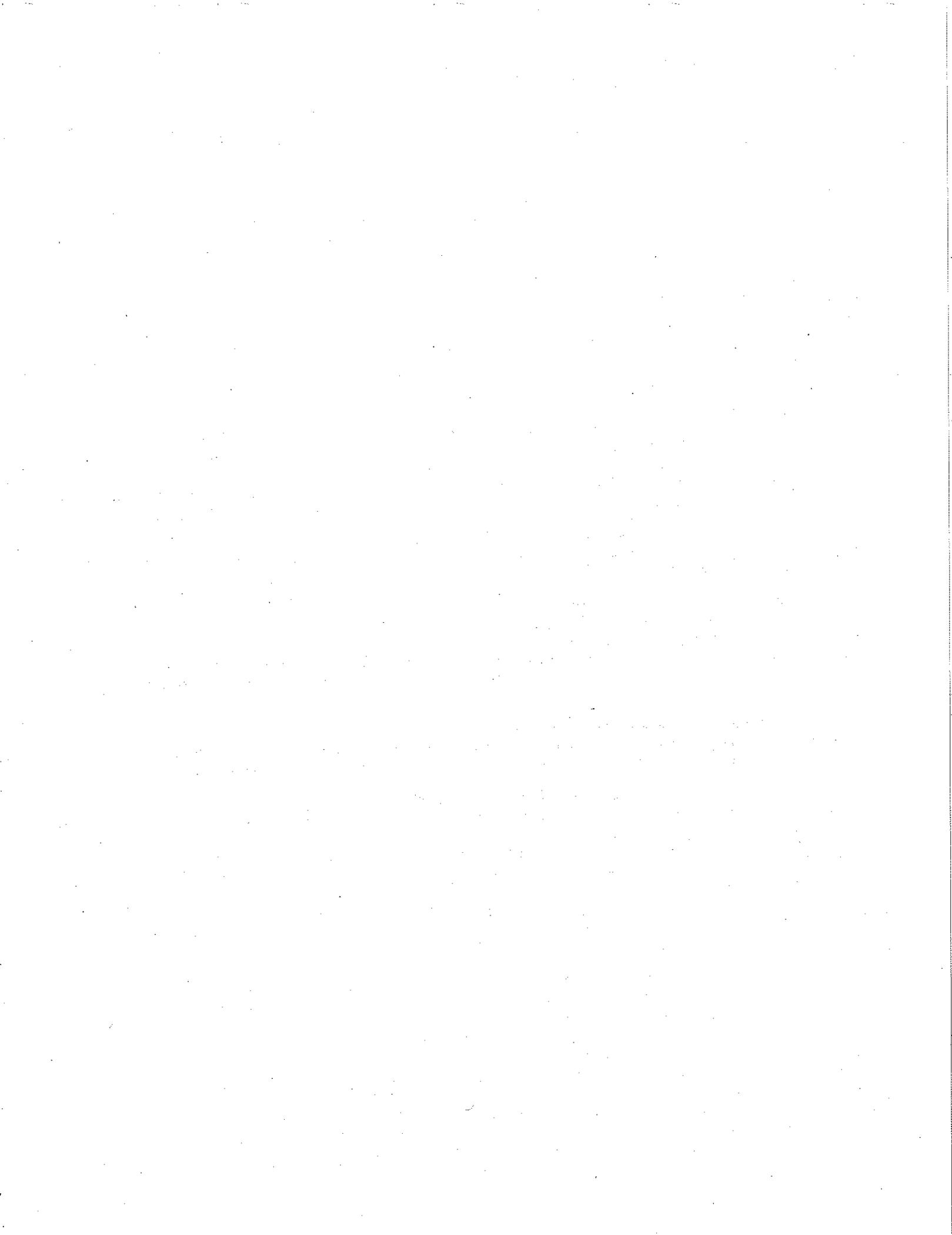
The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

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

Standard 10. Demonstrates implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity, communicate and collaborate with colleagues, parents, and the community; and conduct research.

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



STANDARD 2: DEMONSTRATES KNOWLEDGE OF CONTENT

2.1 Communicates breadth of content knowledge across the discipline(s) to be taught.	2.6 Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
2.2 Communicates a current knowledge of discipline(s) taught.	2.7 Analyzes sources of factual information for accuracy.
2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.	2.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
2.4 Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the student's ability levels and learning styles.	2.9 Collaborates content in a manner that reflects sensitivity to a multicultural and global perspective.
2.5 Connects content knowledge to real-world applications.	

DATA COLLECTION:

STANDARD 4: CREATES/MAINTAINS LEARNING CLIMATE

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

DATA COLLECTION:

**MARION COUNTY SCHOOLS
FORMATIVE DATA COLLECTION FORM FOR TEACHERS**

Analysis of Performance and Basis for Individual
Professional Growth Plan/Summative Evaluation

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

Evaluatee/Observee _____ Content Area _____ Grades _____
 Evaluator/Observer _____ Position _____
 Date of Conference _____ School _____

STANDARD 3: DESIGNS/PLANS INSTRUCTION	
3.1 Focuses instruction on one or more of KY's learning goals and academic expectations.	3.8 Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
3.2 Develops instruction that requires students to apply knowledge, skills, and thinking processes.	3.9 Develops and implements appropriate assessment process.
3.3 Integrates skills, thinking processes, and content across disciplines.	3.10 Secures and uses a variety of appropriate school and community resources to support learning.
3.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.	3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
3.5 Creates and use learning experiences that are developmentally appropriate for learners.	3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.
3.6 Develops and incorporates strategies that address physical, social, and cultural needs and that show sensitivity to differences.	3.13 Fully implements IEP, 504, SEA recommendations and/or Remediation Plan (documented in lesson plans).
3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur.	
DATA COLLECTION:	

STANDARD 5: IMPLEMENTS/MANAGES INSTRUCTION

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

DATA COLLECTION:

STANDARD 6: ASSESSES AND COMMUNICATES LEARNING RESULTS

6.1 Selects and uses appropriate assessment.

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

6.2 Makes adjustments in assessments and instructional techniques for diversities (social, cultural, and physical).

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

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

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

DATA COLLECTION:

STANDARD 7: REFLECTS/EVALUATES TEACHING AND LEARNING

7.1 Assesses and analyzes the effectiveness of instruction.

7.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

7.2 Makes appropriate changes to instruction based upon feedback, reflection, and assessments results.

DATA COLLECTION:

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

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

DATA COLLECTION:

STANDARD 9: ENGAGES IN PROFESSIONAL DEVELOPMENT

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

DATA COLLECTION:

STANDARD 10: IMPLEMENTATION OF TECHNOLOGY

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

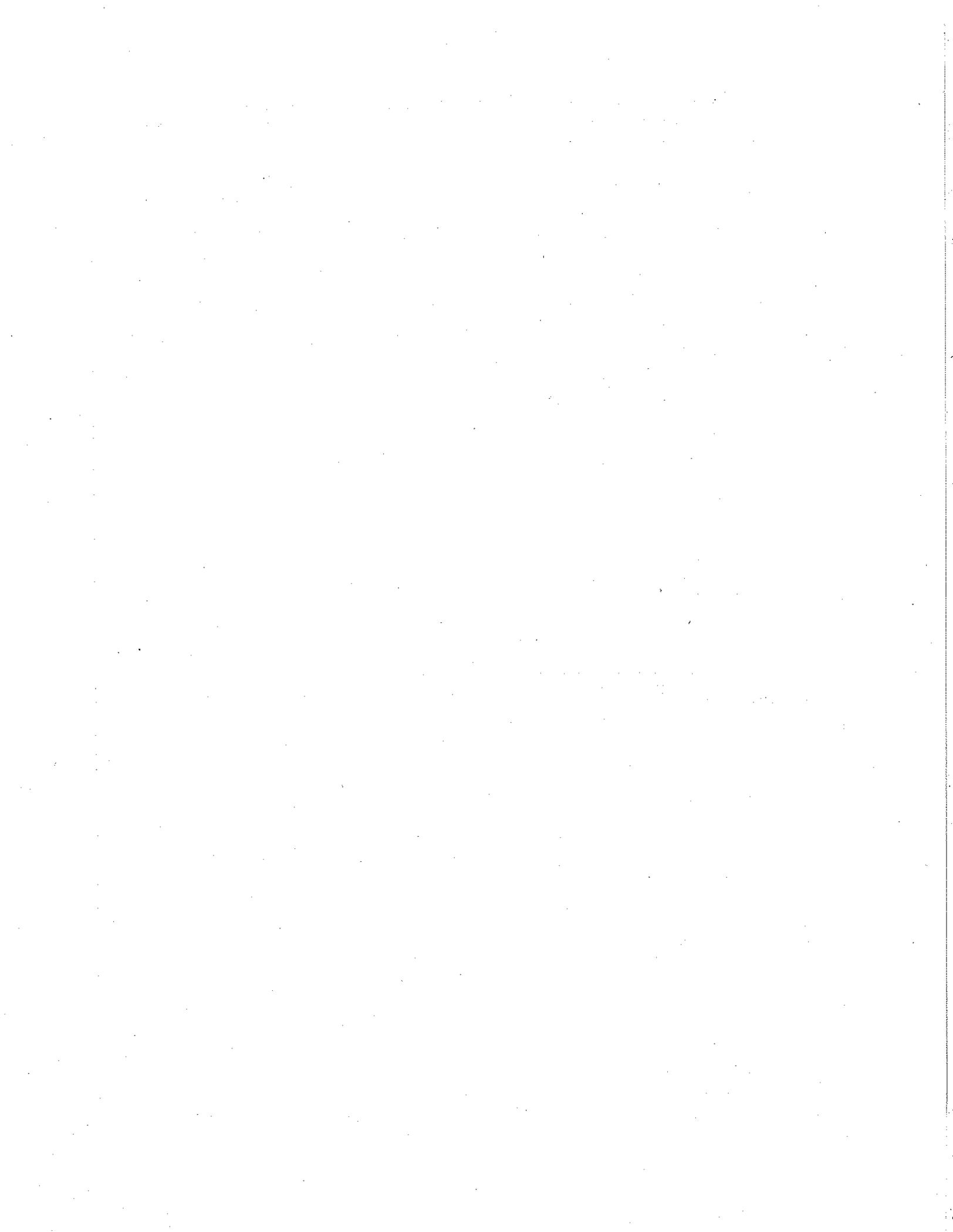
DATA COLLECTION:

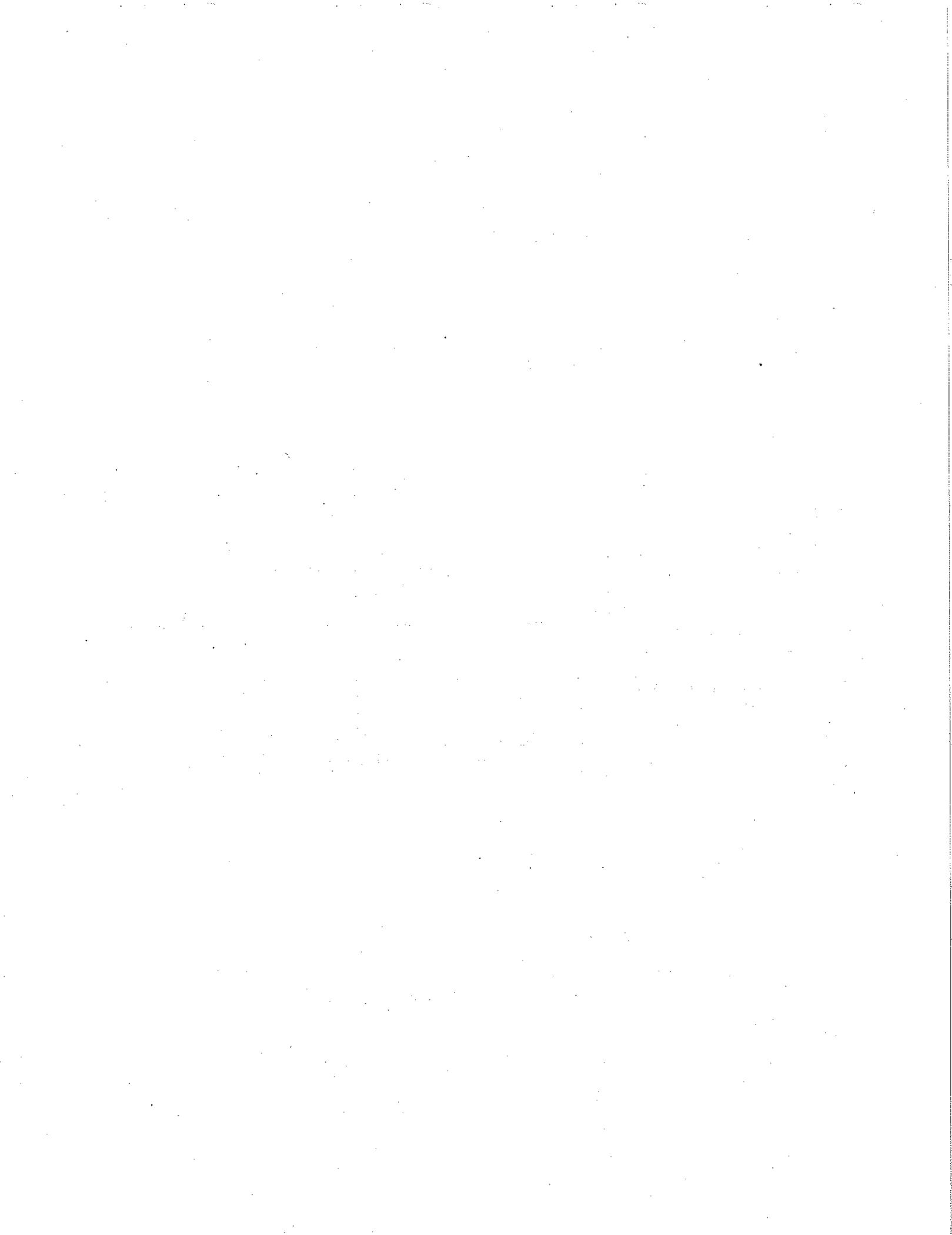
STANDARD 1: DEMONSTRATES PROFESSIONAL LEADERSHIP

1.1 Builds positive relationships within and between school and community.	1.7 Participates in policy design and development at the Local school, within professional organizations, and/or within community organizations with educationally related activities.
1.2 Promotes leadership potential in colleagues.	1.8 Initiates and develops educational projects and programs.
1.3 Participates in professional organizations and activities.	1.9 Practices effective listening, conflict resolution, and Group facilitation skills as a team member.
1.4 Writes and speaks effectively.	1.10 Demonstrates punctuality and good attendance for all duties.
1.5 Contributes to the professional knowledge and expertise about teaching and learning.	1.11 Adheres to school board policies and administrative Procedures.
1.6 Guides the development of curriculum and instructional materials.	1.12 Adheres to the state professional Code of Ethics.

DATA COLLECTION:

CONFERENCE NOTES:





TEACHER
SUMMATIVE CONFERENCING FORM

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

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

Evaluator/Observer _____ Position _____

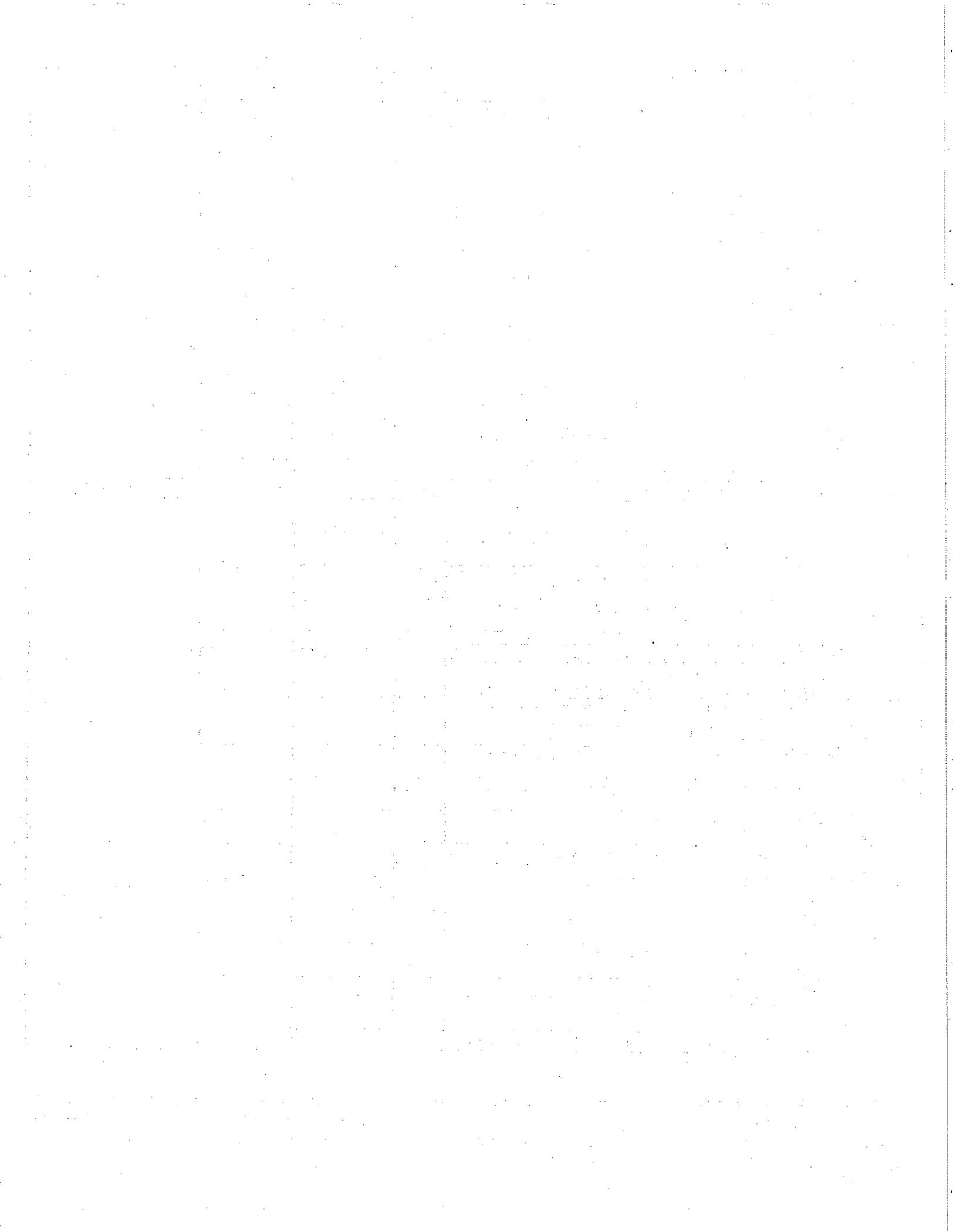
Date of Conference (Analyses) _____ School _____

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

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

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

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



**MARION COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR TEACHERS**

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

Evaluatee _____ Grade/Content Area _____

Evaluator _____ Position _____

School _____

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

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

Teacher Standards:

1. Demonstrates Professional Leadership
2. Demonstrates Knowledge of Content
3. Designs/Plans Instruction
4. Creates/Maintains Learning Climate
5. Implements/Manages Instruction
6. Assesses and Communicates Learning Results
7. Reflects/ Evaluates Teaching/Learning
8. Collaborates with Colleagues/Parents/Others
9. Engages in Professional Development
10. Demonstrates Implementation of Technology

Ratings:

Meets

*Does Not Meet

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: _____

Evaluator's Comments: _____

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

Evaluatee: Agree with this summative evaluation
 Disagree with this summative evaluation _____ Signature _____ Date

Evaluator: _____ Signature _____ Date

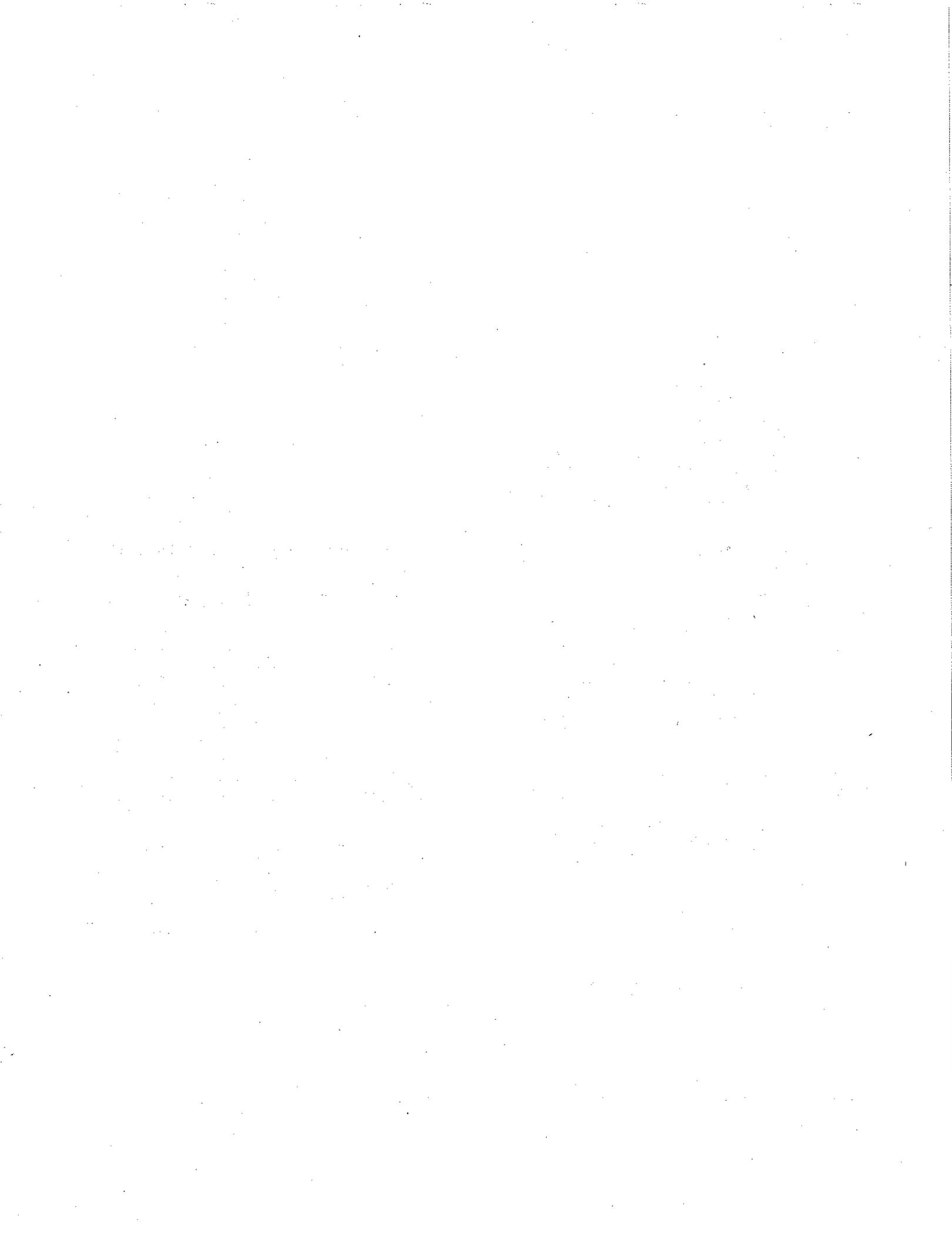
Opportunities for appeal process at both the local and state levels are a part of Marion County Public School district evaluation plan.

Employment Recommendation to Central Office:

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

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

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



**MARION COUNTY SCHOOLS
SCHOOL COUNSELOR STANDARDS**

STANDARD 1:

Program Management, Research, and Evaluation

The school counselor develops a process and procedure for planning, implementation, and evaluation of a comprehensive developmental program of guidance and counseling. This program should be developed with faculty, staff, administrators, students, parents, school councils, school boards, and community members. It is based on needs assessment, formative evaluation and summative evaluation.

The extent to which the school counselor:

- 1.1 Defines needs and priorities.
- 1.2 Determines objectives.
- 1.3 Communicates with the stakeholders, including school councils, about 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 2:

Developmental Guidance Curriculum

The school counselor provides a developmental, preventive guidance program to all students within the school. This proactive program promotes the mental health necessary for academic success, self-sufficiency and responsible group membership.

The extent to which the school counselor:

- 2.1 Assesses the developmental need 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 developmental guidance curriculum.
- 2.9 Assists teachers in the teaching of the guidance curriculum.

STANDARD 3:

Individual/Small Group Counseling

The school counselor uses short term individual counseling and structured as well as unstructured small group counseling to address mental, physical, and emotional barriers to learning and to help each child learn at high levels.

The extent to which the school counselor:

- 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 4:

Consultation/Collaboration

The school counselor functions in a cooperative process to assist others to effectively meet the needs of students. Through consultation the school counselor advocates for students.

The extent to which the school counselor:

- 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, teacher 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 5:

Coordination

The school counselor functions as a coordinator in bringing together people and resources in the school, the community, and the district for the fullest academic, career, personal, and social development of the students.

The extent to which the school counselor:

- 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 transition from one level of education to the next, (i.e. elementary to middle).

STANDARD 6:

Assessment

The school counselor collaborates with other school and district staff to design and coordinate a testing program that helps students identify their abilities, aptitudes, achievements, and interests.

The extent to which the school counselor:

- 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 7:

Adheres to Professional Standards

The school counselor is a professional who acts within legal and ethical guidelines to accomplish educational purposes.

The extent to which the school counselor:

- 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 Accepts responsibility 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 advocates for the best practices of the profession.

STANDARD 8:

Demonstrates Professional Leadership

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

The extent to which the school counselor:

- 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 programs in a manner that reflects sensitivity to a multicultural and global perspective.
- 8.10 Works with colleagues to administer an effective learning climate within the school.

STANDARD 9:

Engages in Professional Development

The school counselor evaluates his or her own overall performance in relation Kentucky's learner goals and implements a professional development plan.

The extent to which the school counselor:

- 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 10:

Demonstrates Implementation of Technology

The school counselor uses technology to support instruction: access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

The extent to which the school counselor:

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

Name:
Date:

**MARION COUNTY SCHOOLS
FORMATIVE DATA COLLECTION FORM FOR SCHOOL COUNSELOR**

**Analysis of performance and Basis for Individual
Professional Growth Plan/Summative Evaluation**

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

Evaluatee/Observee _____ Content Area _____ Grades _____
 Evaluator/Observer _____ Position _____
 Date of Conference (analyses) _____ School _____

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 1: Program Management, Research, and Evaluation				
1.1 Defines needs and priorities.				
1.2 Determines objectives.				
1.3 Communicates with the stakeholders, including school councils, about 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 2: Developmental Guidance Curriculum				
2.1 Assesses the developmental need of students.				
2.2 Addresses academic expectations and school-to-work initiatives.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 2 continued:				
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 developmental guidance curriculum.				
2.9 Assists teachers in the teaching of the guidance curriculum.				
Standard 3: Individual/Small Group Counseling				
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.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Performance Growth/Comments
	Met	Growth Needed	Not Met	
Standard 3 continued:				
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 nurture the uniqueness of each student.				
3.9 Mediates classroom and student conflict.				
3.10 Empowers students to develop and use their resources.				
Standard 4: Consultation/Collaboration				
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.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 4 continued:				
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, teacher 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 5: Coordination				
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 transition from one level of education to the next (i.e. elementary to middle).				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 7 continued:				
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 8: Demonstrates Professional Leadership				
8.0 Demonstrates punctuality and good attendance for all duties.				
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.				

Name:

Date:

Standard Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 6: Assessment				
6.1 Participates in the planning and evaluation of the of the district/school testing program.				
6.2 Assesses, interpret and communicate 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 7: Adheres to Professional Standards				
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 Accepts responsibility for on-going professional development.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 8 continued:				
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 Works with colleagues to administer an effective learning climate within the school.				
Standard 9: Engages in Professional Development				
9.1 Establishes priorities for professional growth.				
9.2 Analyzes student performance to help identify professional development needs.				
9.3 Solicits input from others in the creation of individual professional development plans.				
9.4 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 10: Demonstrates Implementation of Technology				
10.1 Operates a multimedia computer and peripherals to install and use a variety of software.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 10 continued:				
10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.				
10.3 Demonstrates knowledge of the use of technology in business, industry, and society.				
10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.				
10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.				
10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.				
10.9 Designs lessons that use technology to address diverse student needs and learning styles.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 10 continued:				
10.10 Practices equitable and legal use of computers and technology in professional activities.				
10.11 Facilitates the lifelong learning of self and others through the use of technology.				
10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.				
10.13 Applies research-based instructional practices that use computers and other technology.				
10.14 Uses computers and other technology for individual, small group, and large group learning activities.				
10.15 Uses technology to support multiple assessments of student learning.				
10.16 Instructs and supervises students in the ethical and legal use of technology.				

**MARION COUNTY SCHOOLS
SUMMATIVE EVALUATION FOR SCHOOL COUNSELOR**

Non-Tenured :
Tenured :

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

Evaluatee:

Grade/Content Area:

Evaluator:

Position:

School

School Counselor Standards	Meets	*Does not Meet	Comments
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. Demonstrates Implementation of Technology			

Additional Comments:

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

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

Evaluatee: Agree with this summative evaluation

Disagree with this summative evaluation

Signature

Date

Opportunities for appeal processes at both the local and state levels are a part of Marion County Public School Evaluation Plan.

Employment recommendation to Central Office:

Recommends for re-employment

Does not recommend for re-employment

Evaluator's signature

Date

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

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

**MARION COUNTY SCHOOLS
LIBRARY MEDIA SPECIALIST
STANDARDS**

STANDARD 1

Demonstrates Proficiency in the Management and Administration of the Library Media Center

The extent to which the library media specialist:

- 1.1 Plans long-range goals of the library media center 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 center 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 center.
- 1.5 Develops library media center 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 AACR2 (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, 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 center 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 center clerical staff, volunteers, and student helpers.

STANDARD 2:

Provides Exemplary Resources through Collection Development

The extent to which the library media specialist:

- 2.1 Follows the district approved selection policy which includes a procedure for the reconsideration of materials.
- 2.2 Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.
- 2.3 Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.
- 2.4 Maintains a professional collection.
- 2.5 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy.
- 2.6 Keeps a card or automated catalog current.
- 2.7 Maintains statistical records and shelf list needed to verify collection of the library media center holdings.
- 2.8 Makes general repairs, weeds collection, and takes annual inventory.

STANDARD 3:

Provides Effective Library Media Services

The extent to which the library media specialist:

- 3.1 Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.
- 3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.
- 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 Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.
- 3.6 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprint materials.
- 3.7 Assists faculty in the selection of materials to supplement instruction.
- 3.8 Establishes positive rapport with staff and students.
- 3.9 Makes the library media center and its resources accessible to students and faculty.
- 3.10 Provides orientation for new faculty and students.
- 3.11 Maintains effective communication with staff and students, e.g. informs faculty and students of new acquisitions and services.
- 3.12 Facilitates the circulation of materials among schools in the district or with other agencies.
- 3.13 Is available as a personal resource for all students and faculty.
- 3.14 Provides the resources and promotes recreational reading for the school community.

STANDARD 4:

Enables Students to Become Effective Information Users

The extent to which the library media specialist:

- 4.1 Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of education reform and the academic expectations.
- 4.2 Informally evaluates individual and group needs and provides appropriate learning experiences.
- 4.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.
- 4.4 Provides for independent and cooperative group learning.
- 4.5 Guides students in the selection of appropriate resources.
- 4.6 Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.
- 4.7 Promotes appreciation of various forms of literature emphasizing the highest quality.
- 4.8 Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills, and to become skilled in all modes of communications.
- 4.9 Incorporates the use of technology in accessing information.
- 4.10 Assists students in the use of multimedia for completed projects.

STANDARD 5:

Engages in Professional Development

The extent to which the library media specialist:

- 5.1 Establish priorities for professional growth.
- 5.2 Analyzes student performance to help identify professional development needs.
- 5.3 Solicits input from others in the creation of individual professional development plans.
- 5.4 Implements knowledge and skills acquired through on-going professional development.
- 5.5 Modifies own professional development plan to improve performance and to promote student learning.

STANDARD 6:

Demonstrates Implementation of Technology

The extent to which the library media specialist:

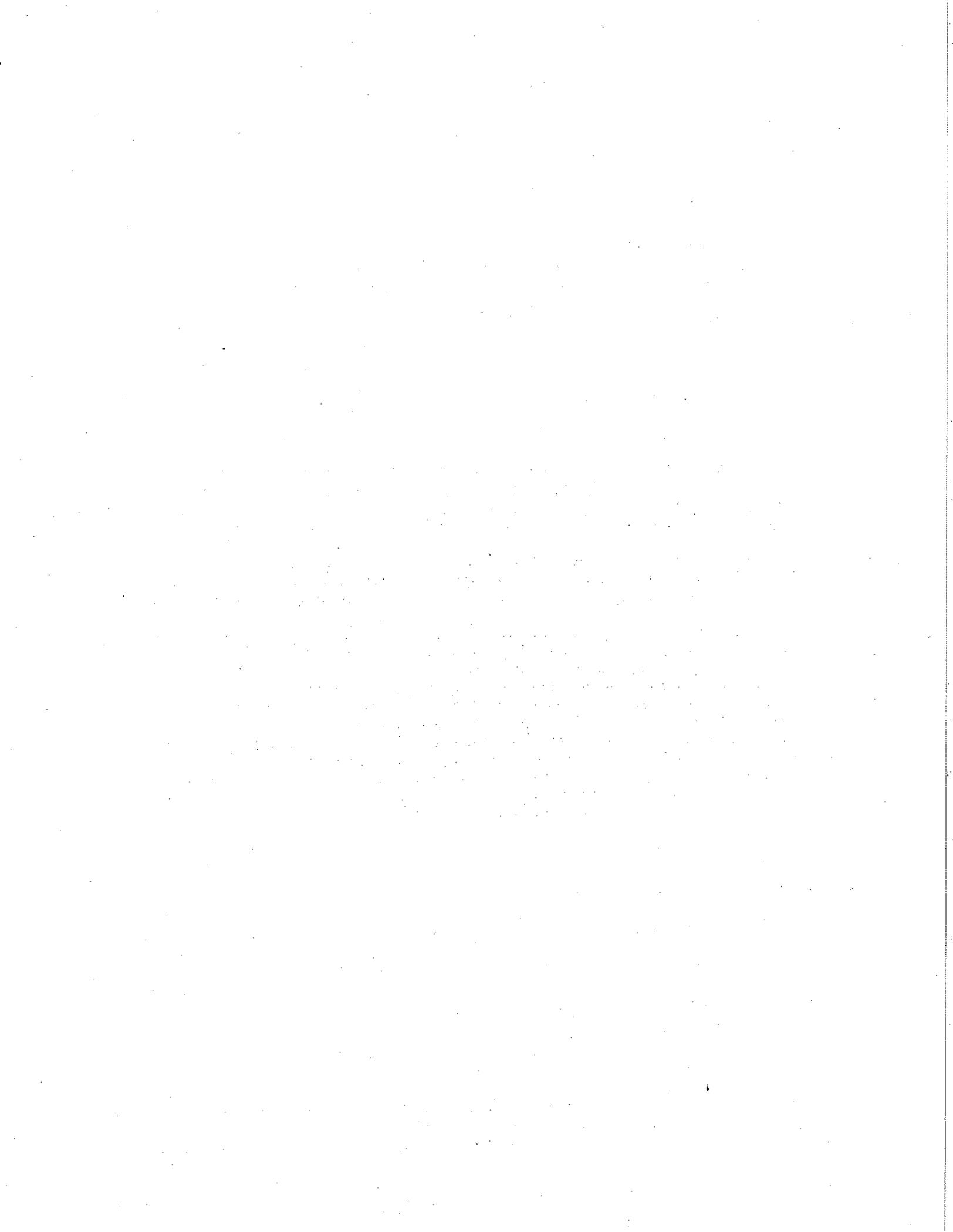
- 6.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 6.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 6.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 6.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 6.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 6.6 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.
- 6.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 6.8 Requests and uses appropriate assistive and adaptive devices student needs and learning styles.
- 6.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 6.10 Practices equitable and legal use of computers and technology in professional activities.
- 6.11 Facilitates the lifelong learning of self and others through the use of technology.
- 6.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 6.13 Applies research-based instructional practices that use computers and other technology.
- 6.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 6.15 Uses technology to support multiple assessments of student learning.
- 6.16 Instructs and supervises students in the ethical and legal use of technology.

STANDARD 7:

Demonstrates Professional Leadership

The extent to which the library media specialist:

- 7.1 Builds positive relationships within and between school and community.
- 7.2 Promotes leadership potential.
- 7.3 Participates in professional organizations.
- 7.4 Writes and speaks effectively.
- 7.5 Contributes to the professional knowledge and expertise and learning.
- 7.6 Guides the development of curriculum and instructional materials.
- 7.7 Initiates and develops educational projects and programs.
- 7.8 Practices effective listening, conflict resolution, and group facilitation skills as a team member.
- 7.9 Demonstrates punctuality and good attendance for all duties.
- 7.10 Adheres to board policies, administrative procedures and the state professional Code of Ethics.



Name: _____
 Date: _____

**MARION COUNTY SCHOOLS
 FORMATIVE DATA COLLECTION FORM FOR LIBRARY MEDIA SPECIALIST**

**Analysis of Performance and Basis for Individual
 Professional Growth Plan/Summative Evaluation**

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

Evaluatee/Observee _____ Content Area _____ Grades _____
 Evaluator/Observer _____ Position _____
 Date of Conference (analyses) _____ School _____

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 1: Demonstrates Proficiency in the Management and Administration of the Library Media Center				
1.1 Plans long-range goals of the library media center 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 center 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 center.				
1.5 Develops library media center policies, e.g., materials selection, collection development, circulation, challenged materials, copyright, and technology.				
1.6 Administers a library media program that utilizes flexible access.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard I continued:				
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 AACR2(Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, MARC format.				
1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.				
1.10Evaluates 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 of student s and faculty.				
1.12Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.				
1.13Is responsible for the proper use of the facility, materials, and equipment.				
1.14May plan and/or participate in special projects or proposals, e.g. book fairs.				
1.15Trains and supervises library media center clerical staff, volunteers, and student helpers.				

Name:

Date:

Standard Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 2: Provides Exemplary Resources through Collection Development				
2.1 Follows the district approved selection policy which includes a procedure for the reconsideration of materials.				
2.2 Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.				
2.3 Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.				
2.4 Maintains a professional collection.				
2.5 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy.				
2.6 Keeps a card or automated catalog current.				
2.7 Maintains statistical records and shelf list needed to verify collection of the library media center holdings.				
2.8 Makes general repairs, weeds collection, and takes annual inventory.				
Standard 3: Provides Effective Library Media Services				
3.1 Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 3 continued:				
3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.				
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 Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.				
3.6 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprint materials.				
3.7 Assists faculty in the selection of materials to supplement instruction.				
3.8 Establishes positive rapport with staff and students.				
3.9 Makes the library media center and its resources accessible to students and faculty.				
3.10 Provides orientation for new faculty and students.				
3.11 Maintains effective communication with staff and students, e.g., informs faculty and students of new acquisitions and services.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 3 continued:				
3.12 Facilitates the circulation of materials among schools in the district or with other agencies.				
3.13 Is available as a personal resource for all students and faculty.				
3.14 Provides the resources and promotes recreational reading for the school community.				
Standard 4: Enables Students to Become Effective Information Users				
4.1 Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of education reform and the academic expectations.				
4.2 Informally evaluates individual and group needs and provides appropriate learning experiences.				
4.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.				
4.4 Provides for independent and cooperative group learning.				
4.5 Guides students in the selection of appropriate resources.				
4.6 Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.				
4.7 Promotes appreciation of various forms of literature emphasizing the highest quality.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 4 continued:				
4.8 Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills, and to become skilled in all modes of communications.				
4.9 Incorporates the use of technology in accessing information.				
4.10 Assists students in the use of multi-media for completed projects.				
Standard 5: Engages in Professional Development				
5.1 Establishes priorities for professional growth.				
5.2 Analyzes student performance to help identify professional development needs.				
5.3 Solicits input from others in the creation of individual professional development plans.				
5.4 Implements knowledge and skills acquired through on-going professional development.				
5.5 Modifies own professional development plan to improve performance and to promote student learning.				
Standard 6: Demonstrates Implementation of Technology				
6.1 Operates a multimedia computer and peripherals to install and use a variety of software.				
6.2 Uses terminology related to computers and technology appropriately in written and verbal communication.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 6 continued:				
6.3 Demonstrates knowledge of the use of technology in business, industry, and society.				
6.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
6.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.				
6.6 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.				
6.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
6.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.				
6.9 Designs lessons that use technology to address diverse student needs and learning styles.				
6.10 Practices equitable and legal use of computers and technology in professional activities.				
6.11 Facilitates the lifelong learning of self and others through the use of technology.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 6 continued:				
6.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.				
6.13 Applies research-based instructional practices that use computers and other technology.				
6.14 Uses computers and other technology for individual, small group, and large group learning activities.				
6.15 Uses technology to support multiple assessments of student learning.				
6.16 Instructs and supervises students in the ethical and legal use of technology.				

Standards Performance Criteria		(*more than one rating can be checked)		Professional Growth
Standard 7: Demonstrates Professional Leadership		Growth Needed	Not Met	
	Met			
7.1 Builds positive relationships within and between school and community.				
7.2 Promotes leadership potential in colleagues.				
7.3 Participates in professional organizations				
7.4 Writes and speaks effectively.				
7.5 Contributes to the professional knowledge and expertise and learning.				
7.6 Guides the development of curriculum and instructional materials.				
7.7 Initiates and develops educational projects and programs.				
7.8 Practices effective listening, conflict resolution, and group facilitation skills as a team member.				
7.9 Demonstrates punctuality and good attendance for all duties.				
7.10 Adheres to board policies, administrative procedures and the state professional Code of Ethics.				

Name:

Date:

MARION COUNTY SCHOOLS
LIBRARY MEDIA SPECIALIST
FORMATIVE REPORT FORM

Standard	Meets	Growth Needed
1. Demonstrates Proficiency in the Management and Administration of the Library Media Center		
2. Provides Exemplary Resources through Collection Development		
3. Provides Effective Library Media Services		
4. Enables students to Become Effective Information Users		
5. Engages in Professional Development		
6. Demonstrates Implementation of Technology		
7. Demonstrates Professional Leadership		

Data Collection:
(Areas of Strength, Enrichment, and/or Improvement)

Evaluatee: Agree with this formative evaluation

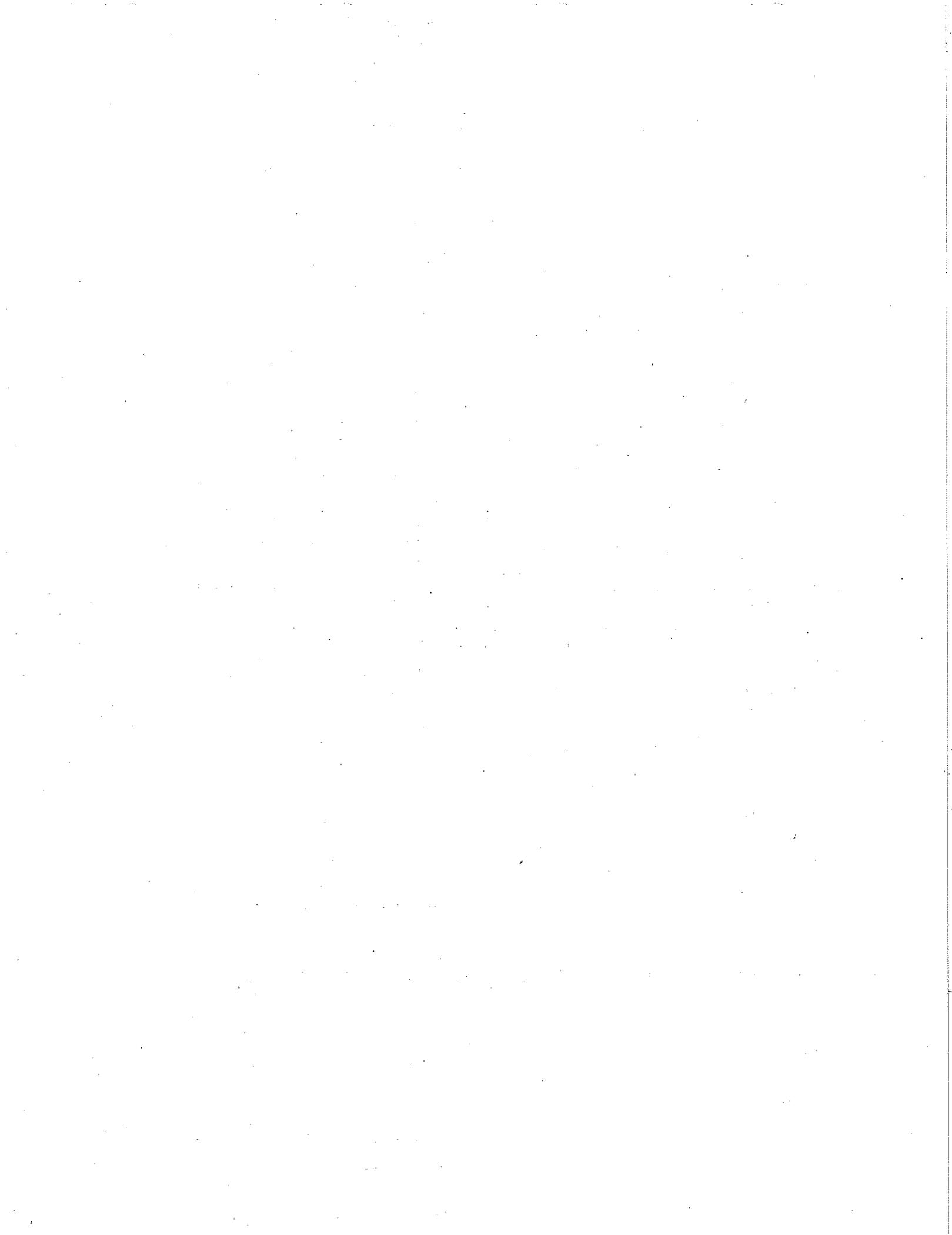
Disagree with this formative evaluation

Evaluatee's Signature

Date

Evaluator's Signature

Date



**MARION COUNTY SCHOOLS
SPEECH PATHOLOGIST STANDARDS**

STANDARD 1:

Implements Assessment Procedures

The extent to which the speech pathologist:

- 1.1 Assists and guides teachers through the referral process.
- 1.2 Provides screening to identify need for further assessment.
- 1.3 Provides a thorough assessment and diagnosis.
- 1.4 Maintains ongoing records of referred, screened and eligible students.
- 1.5 Follows timelines from initial referral to placement.
- 1.6 Completes all forms as required before placement and re-evaluation.
- 1.7 Compiles case history as needed.
- 1.8 Assists in referrals to agencies.

STANDARD 2:

Demonstrates a Readiness to Teach

The extent to which the speech pathologist:

- 2.1 Selects appropriate student objectives as dictated by ARC and IEP.
- 2.2 Selects appropriate learning experiences.
- 2.3 Uses time effectively.
- 2.4 Prepares instruction on the basis of individual needs.
- 2.5 Develops a therapeutic program.
- 2.6 Schedules caseload in an efficient and cooperative manner.

STANDARD 3:

Demonstrates a Proficiently Managed Environment

The extent to which the speech pathologist:

- 3.1 Arranges setting to support learner activities.
- 3.2 Provides for a safe and orderly environment.
- 3.3 Uses classroom procedures that are clear and easily managed.
- 3.4 Uses classroom procedures that permit independent and interdependent learning.

STANDARD 4:

Demonstrates Proficiency in Managing Student Behavior

The extent to which the speech pathologist:

- 4.1 Establishes and clearly communicates expectations.
- 4.2 Reinforces acceptable student behaviors.
- 4.3 Uses appropriate consequences for altering unacceptable student behaviors.
- 4.4 Monitors student behaviors.
- 4.5 Holds each student accountable for his/her own behaviors.
- 4.6 Creates a climate in which students display initiative and accept responsibility for learning and conduct.

- 4.7 Demonstrates fairness and consistency in enforcing behavior expectations.
- 4.8 Manages disruptive behavior constructively while maintaining instructional momentum.

STANDARD 5:

Integrates the Curriculum so Students Can Make Connection Between Knowledge and Experiences

The extent to which the speech pathologist:

- 5.1 Implements therapy related to classroom curriculum when possible.
- 5.2 Designs and implements themes of interest to students.
- 5.3 Provides for critical differences of students in curriculum and instruction planning and implementation.
- 5.4 Uses student performance to evaluate growth.

STANDARD 6:

Teaches the Skills Necessary for Students to Become Productive Members of Various Groups

The extent to which the speech pathologist:

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

STANDARD 7:

Uses a Variety of Effective Teaching Techniques – Equipment, Media and Materials

The extent to which the speech pathologist:

- 7.1 Uses cooperative learning strategies, when appropriate.
- 7.2 Provides multi-activities (e.g., learning centers, technology).
- 7.3 Selects teaching techniques that match the readiness of students to learn.
- 7.4 Provides for independent and interdependent learning.
- 7.5 Maintains a schedule that assures students will experience success.
- 7.6 Uses a variety of questioning techniques (e.g., signal, sample, redirection, individual or private response, prompting, clarification, refocusing, pausing after asking a question, etc.).
- 7.7 Demonstrates knowledge about technology in the speech environment.
- 7.8 Incorporates use of technology into instructional plan, when possible.
- 7.9 Uses community resources to enhance instruction.

STANDARD 8:

Uses Teaching Strategies that Increase Student Motivation

The extent to which the speech pathologist:

- 8.1 Is knowledgeable of Total Communication Approach.
- 8.2 Provides all students with the opportunity for successful experiences.
- 8.3 Demonstrates high expectations.
- 8.4 Demonstrates a high level of concern for student success.
- 8.5 Communicates a positive classroom climate of mutual respect.
- 8.6 Promotes interest through personalizing instruction and novel approaches.

- 8.7 Provides knowledge of results that are meaningful and timely.
- 8.8 Provides specific feedback.
- 8.9 Demonstrates a caring attitude.
- 8.10 Demonstrates consistent communication with parent/guardian.

STANDARD 9:

Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment

The extent to which the speech pathologist:

- 9.1 Prepares paperwork in advance and has necessary forms available for parent conferences.
- 9.2 Uses narrative methods of reporting student progress when appropriate.
- 9.3 Shows actual expectations met by student.
- 9.4 Conducts conferences with parent/guardian.
- 9.5 Reports so that students are not compared to other students.
- 9.6 Maintains ongoing communication with parent/guardian.
- 9.7 Provides information regarding agencies/programs available within the community as needed.

STANDARD 10:

Collaborates with Teachers and Staff

The extent to which the speech pathologist:

- 10.1 Plans with classroom teachers and staff to implement therapy.
- 10.2 Cooperatively develops IEP goals and objectives with Special Education teachers who have students with speech services.
- 10.3 Serves as a consultant on topics regarding speech/language development.
- 10.4 Assists in proper referral of individuals to agencies and specialists in the community as appropriate.
- 10.5 Shares instructional materials and media.

STANDARD 11:

Meets Professional Standards

The extent to which the speech pathologist:

- 11.1 Assumes responsibility for requisitioning and maintaining needed equipment and materials, as provided by the Board.
- 11.2 Meets assigned time frames.
- 11.3 Serves on committees.
- 11.4 Fulfills out-of-class obligations/duties.
- 11.5 Maintains confidentiality regarding students.
- 11.6 Shows positive working relationship with faculty and staff.
- 11.7 Follows proper channels to address issues and problems.
- 11.8 Shows proper regard toward students.
- 11.9 Demonstrates good judgment in decision making.
- 11.10 Seeks further education/training.
- 11.11 Participates in workshops, seminars, and other professional growth opportunities.
- 11.12 Belongs to professional organizations.
- 11.13 Establishes a pattern of dependability by being punctual and having regular attendance.

STANDARD 12:

Uses Professional Growth Activities to Improve the Speech Therapy Program

The extent to which the speech pathologist:

- 12.1 Identifies professional growth activities which will improve the speech therapy program.
- 12.2 Develops Professional Growth Plan.
- 12.3 Develops a plan which is congruent with the school and district mission and goals.
- 12.4 Revises Professional Growth Plan as goals change.

STANDARD 13:

Uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

The extent to which the speech pathologist:

- 13.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 13.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 13.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 13.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 13.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 13.6 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.
- 13.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 13.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 13.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 13.10 Practices equitable and legal use of computers and technology in professional activities.
- 13.11 Facilitates the lifelong learning of self and others through the use of technology.
- 13.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 13.13 Applies research-based instructional practices that use computers and other technology.
- 13.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 13.15 Uses technology to support multiple assessments of student learning.
- 13.16 Instructs and supervises students in the ethical and legal use of technology.

Name:

Date:

MARION COUNTY SCHOOLS
FORMATIVE DATA COLLECTION FORM FOR SPEECH PATHOLOGIST

**Analysis of performance and Basis for Individual
Professional Growth Plan/Summative Evaluation**

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

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 1: Implements Assessment Procedures				
1.1 Assists and guides teachers through the referral process.				
1.2 Provides screening to identify need for further assessment.				
1.3 Provides a thorough assessment and diagnosis.				
1.4 Maintains ongoing records of referred, screened and eligible students.				
1.5 Follows timelines from initial referral to placement.				
1.6 Completes all forms as required before placement and re-evaluation.				
1.7 Compiles case history as needed.				
1.8 Assists in referrals to agencies.				
Standard 2: Demonstrates a Readiness to Teach				
2.1 Selects appropriate student objectives as dictated by ARC and IEP.				
2.2 Selects appropriate learning experiences.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 2 continued:				
2.3 Uses time effectively.				
2.4 Prepares instruction on the basis of individual needs.				
2.5 Develops a therapeutic program.				
2.6 Schedules caseload in an efficient and cooperative manner.				
Standard 3: Demonstrates a Proficiently Managed Environment				
3.1 Arranges setting to support learner activities.				
3.2 Provides for a safe and orderly environment.				
3.3 Uses classroom procedures that are clear and easily managed.				
3.4 Uses classroom procedures that permit independent and interdependent learning.				
Standard 4: Demonstrates Proficiency in Managing Student Behavior				
4.1 Establishes and clearly communicates expectations.				
4.2 Reinforces acceptable student behaviors.				
4.3 Uses appropriate consequences for altering unacceptable student behaviors.				
4.4 Monitors student behaviors.				
4.5 Holds each student accountable for his/her own behaviors.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Performance Growth/Comments
	Met	Growth Needed	Not Met	
Standard 4 continued:				
4.6 Creates a climate in which students display initiative and accept responsibility for learning and conduct.				
4.7 Demonstrates fairness and consistency in enforcing behavior expectations.				
4.8 Manages disruptive behavior constructively while maintaining instructional momentum.				
Standard 5: Integrates the Curriculum So Students Can Make Connection Between Knowledge and Experiences				
5.1 Implements therapy related to classroom curriculum when possible.				
5.2 Designs and implements themes of interest to students.				
5.3 Provides for critical differences of students in curriculum and instruction planning and implementation.				
5.4 Uses student performance to evaluate growth.				
Standard 6: Teaches the Skills Necessary for Students to Become Productive Members of Various Groups				
6.1 Teaches the skills needed for interdependence to work effectively in groups (taking turns and respecting views of others). Teaches skills for group communication, listening, and speaking.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 7: Uses a Variety of Effective Teaching Techniques—Equipment, Media, and Materials				
7.1 Uses cooperative learning strategies, when appropriate.				
7.2 Provides multi-activities (e.g., learning centers, technology).				
7.3 Selects teaching techniques that match the readiness of students to learn.				
7.4 Provides for independent and interdependent learning.				
7.5 Maintains a schedule that assures students will experience success.				
7.6 Uses a variety of questioning techniques (e.g., signal, sample, redirection, individual or private response, prompting, clarification, refocusing, pausing after asking a question, etc.).				
7.7 Demonstrate knowledge about technology in the speech environment.				
7.8 Incorporates use of technology into instructional plan, when possible.				
7.9 Uses community resources to enhance instruction.				
Standard 8: Uses Teaching Strategies that Increase Student Motivation				
8.1 Is knowledgeable of Total Communication Approach.				
8.2 Provides all students with the opportunity for successful experiences.				

Name:

Date:

Standard Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 8 continued:				
8.3 Demonstrates high expectations.				
8.4 Demonstrates a high level of concern for student success.				
8.5 Communicates a positive classroom climate of mutual respect.				
8.6 Promotes interest through personalizing instruction and novel approaches.				
8.7 Provides knowledge of results that are meaningful and timely.				
8.8 Provides specific feedback.				
8.9 Demonstrates a caring attitude.				
8.10 Demonstrates consistent communication with parent/guardian.				
Standard 9: Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment				
9.1 Prepares paperwork in advance and has necessary forms available for parent conferences.				
9.2 Uses narrative methods of reporting student progress when appropriate.				
9.3 Shows actual expectations met by student.				
9.4 Conducts conferences with parent/guardian.				
9.5 Reports so that students are not compared to other students.				

Name:

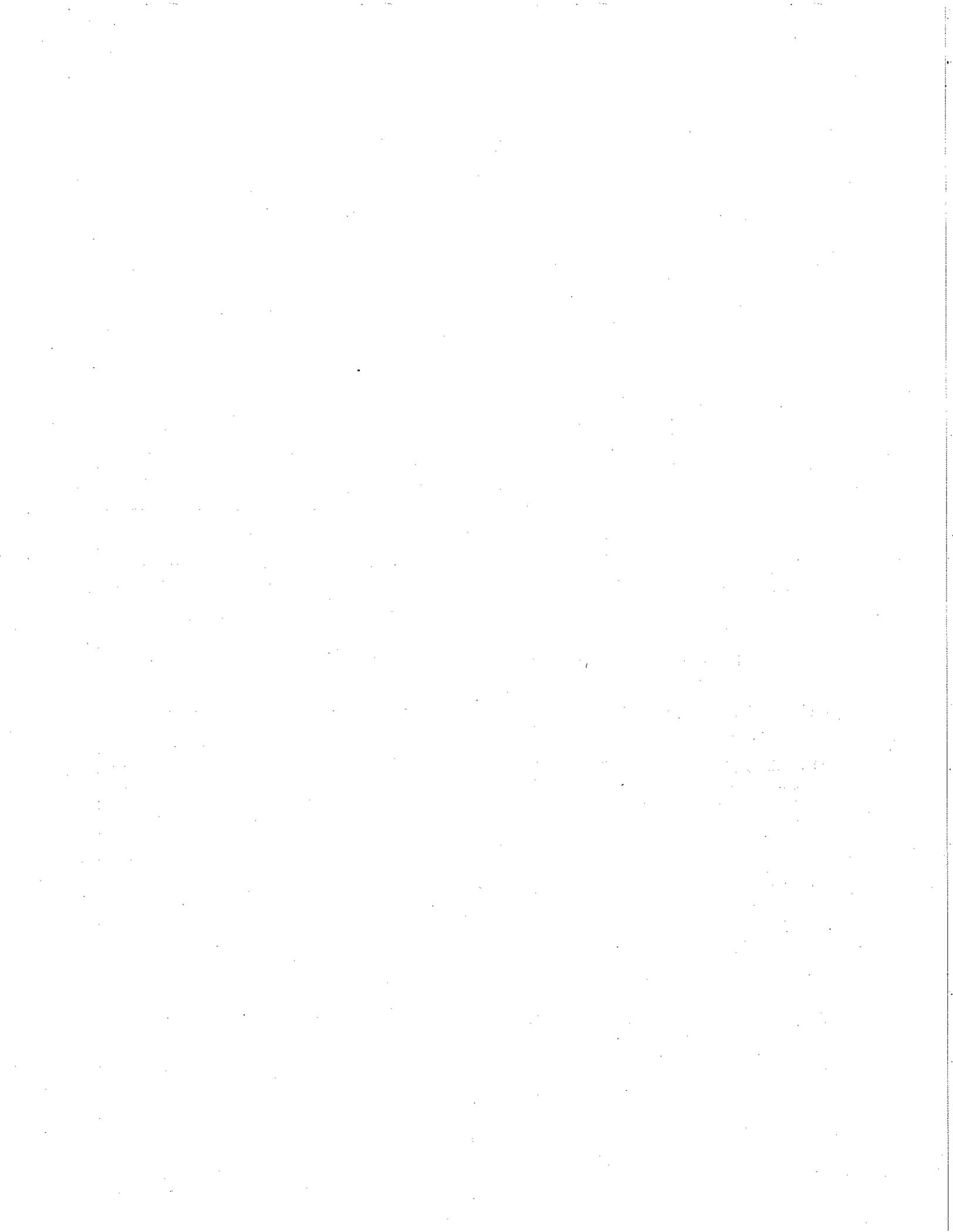
Date:

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 9 continued:				
9.6 Maintains ongoing communication with parent/guardian.				
9.7 Provides information regarding agencies/programs available within the community as needed.				
Standard 10: Collaborates with Teachers and Staff				
10.1 Plans with classroom teachers and staff to implement therapy.				
10.2 Cooperatively develops IEP goals and objectives with special education teachers who have students with speech services.				
10.3 Serves as a consultant on topics regarding speech/language development.				
10.4 Assists in proper referral of individuals to agencies and specialists in the community as appropriate.				
10.5 Shares instructional materials and media.				
Standard 11: Meets Professional Standards				
11.1 Assumes responsibility for requisitioning and maintaining needed equipment and materials, as provided by the Board.				
11.2 Meets assigned time frames.				
11.3 Serves on committees.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 11 continued:				
11.4 Fulfills out-of-class obligations/duties.				
11.5 Maintains confidentiality regarding students.				
11.6 Shows positive working relationship with faculty and staff.				
11.7 Follows proper channels to address issues and problems.				
11.8 Shows proper regard toward students.				
11.9 Demonstrates good judgment in decision making.				
11.10 Seeks further education training.				
11.11 Participates in workshops seminars, and other professional growth opportunities.				
11.12 Belongs to professional organizations.				
11.13 Establishes a pattern of dependability by being punctual and having regular attendance.				
Standard 12: Uses Professional Growth Activities to Improve the Speech Therapy Program				
12.1 Identifies professional growth activities which will improve the speech therapy program.				
12.2 Develops/revises Professional Growth Plan				
12.3 Develops a plan which is congruent with the school and district mission and goals.				
12.4 Adheres to school board policies, administrative procedures, and to the state professional Code of Ethics.				



Name:

Date:

Standards Performance Criteria	(* more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 13: Demonstrates Implementation of Technology				
13.1 Operates a multimedia computer and peripherals to install and use a variety of software.				
13.2 Uses terminology related to computers and technology appropriately in written and verbal communication.				
13.3 Demonstrates knowledge of the use of technology in business, industry, and society.				
13.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
13.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.				
13.6 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.				
13.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
13.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 13 Continued:				
13.9 Designs lessons that use technology to address diverse student needs and learning styles.				
13.10 Practices equitable and legal use of computers and technology in professional activities.				
13.11 Facilitates the lifelong learning of self and others through the use of technology.				
13.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.				
13.13 Applies research-based instructional practices that use computers and other technology.				
13.14 Uses computers and other technology for individual, small group learning activities.				
13.15 Uses technology to support multiple assessments of student learning.				
13.16 Instructs and supervises students in the ethical and legal use of technology.				

Name:

Date:

MARION COUNTY SCHOOLS

SPEECH PATHOLOGIST FORMATIVE REPORT FORM

Standard	Meets	Growth Needed
1. Implements Assessment Procedures		
2. Demonstrates a Readiness to Teach		
3. Demonstrates a Proficiently Managed Environment		
4. Demonstrates Proficiency in Managing Student Behavior		
5. Integrates the Curriculum so Students Can Make Connection Between Knowledge and Experiences		
6. Teaches the Skills Necessary for Students to Become Productive Members of Various Groups		
7. Uses a Variety of Effective Teaching Techniques- Equipment, Media, and Materials		
8. Uses Teaching Strategies that Increase Student Motivation		
9. Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment		
10. Collaborates with Teachers and Staff		
11. Meets Professional Standards		
12. Use Professional Growth Activities to Improve the Speech Program		
13. Demonstrates Implementation of Technology		

Name:
Date:

Data Collection:
(Areas of Strength, Enrichment and/or Improvement)

Evaluatee: **Agree with this formative evaluation**
Disagree with this formative evaluation

Evaluatee's Signature **Date**

Evaluator's Signature **Date**

**MARION COUNTY SCHOOLS
SUMMATIVE EVALUATION FOR SPEECH PATHOLOGIST**

Non-Tenured :
Tenured :

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

Evaluatee: _____ Grade/Content Area: _____

Evaluator: _____ Position: _____

School: _____

Speech Pathologist Standards	Meets	*Does not Meet	Comments
1. Implements Assessment Procedures			
2. Demonstrates a Readiness To Teach			
3. Demonstrates a Proficiently Managed Environment			
4. Demonstrates Proficiency in Managing Student Behavior			
5. Integrates the Curriculum So Students Can Make Connection Between Knowledge and Experiences			
6. Teaches the Skills Necessary for Students to Become Productive Members of Various Groups			
7. Uses a Variety of Effective Teaching Techniques-Equipment, Media and Materials			
8. Uses Teaching Strategies that Increase Student Motivation			
9. Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment			
10. Collaborates with Teachers and Staff			
11. Meets Professional Standards			
12. Uses Professional Growth Activities to Improve the Speech Therapy Program			
13. Demonstrates Implementation of Technology			

**MARION COUNTY SCHOOLS
PRESCHOOL TEACHER STANDARDS**

STANDARD 1:

Designs/Organizes Instruction

The early childhood educator shall design and organize learning environments, experiences, and instruction that address the developmental needs of infants, toddlers, preschool children, and kindergarten children and goals established by KRS 158.6451.

The extent to which the early childhood educator:

- 1.1 Designs developmentally/individually appropriate activity-based learning experiences.
- 1.2 Makes provisions for special needs.
- 1.3 Plans for safe, healthy environments and activities.
- 1.4 Bases curriculum and instruction on developmental needs and Kentucky's learning goals.
- 1.5 Facilitates positive/self-regulation of the child
- 1.6 Links learning with cultural, social and family diversity.
- 1.7 Incorporates multiple disciplines and service plans.
- 1.8 Incorporates family resources, priorities and concerns.
- 1.9 Relates current learning to transition plans.
- 1.10 Uses technology to enhance learning and participation.
- 1.11 Selects developmentally and individually appropriate strategies and resources.
- 1.12 Provides a stimulus-rich indoor/outdoor environment.
- 1.13 Identifies resources to accomplish management tasks.
- 1.14 Demonstrates knowledge of child development theory-research.

STANDARD 2:

Creates/Maintains Learning Climates

The early childhood educator shall create appropriate learning environments for infants, toddlers, preschool children, and kindergarten children that are supportive of developmental needs of the age group and goals established by KRS 158.6451. The early childhood educator shall provide developmental and learning activities in classroom and home settings, and in other settings, such as other preschools, child care programs, and hospitals. Within these settings, the learning context may include individual child activities, parent-child activities, small groups, and large groups. The early childhood educator shall create appropriate learning environment for children with diverse abilities including children with and without disabilities.

The extent to which the early childhood educator:

- 2.1 Facilitates active involvement in a variety of structured and unstructured learning activities.
- 2.2 Facilitates acquisition/integration of skills/concepts.
- 2.3 Provides guidance/learning cues/positive feedback on progress
- 2.4 Provides a stimulus-rich indoor/outdoor environment.
- 2.5 Uses technology/materials, media to enhance learning/control of the environment.
- 2.6 Manages antecedent/consequent conditions to foster self-management.
- 2.7 Uses cooperative learning to encourage interpersonal skills.
- 2.8 Adapts environment to address special needs.
- 2.9 Facilitates positive interaction between children and adults.
- 2.10 Uses physical/social/temporal environment to engage children and maximize learning.

- 2.11 Recognizes diversity as a strength in children and families.
- 2.12 Operates within legal and ethical guidelines
- 2.13 Demonstrates knowledge of recommended practices and research in physical/social learning environments.

STANDARD 3:

Implements/Manages Instruction

The early childhood educator shall introduce, implement, facilitate, and manage development and learning for infants, toddlers, preschool children, and kindergarten children to promote growth toward developmental needs of the age group and goals established by KRS 158.6451. The early childhood educator shall implement instruction in classroom and home settings, through itinerant services, and in other settings such as day care, other preschools, and hospitals. The early childhood educator shall implement instruction for young children with diverse abilities including children with and without disabilities.

The extent to which the early childhood educator:

- 3.1 Facilitates active involvement in a variety of structured and unstructured learning activities.
- 3.2 Incorporates multiple disciplines and service plans.
- 3.3 Facilitates acquisition/integration of skills/concepts.
- 3.4 Implements child oriented strategies to meet individual needs.
- 3.5 Incorporates family-centered activities.
- 3.6 Links learning to the child's experiences/knowledge in a culturally sensitive manner.
- 3.7 Provides guidance/learning cues/positive feedback on progress.
- 3.8 Uses educationally sound/legally defensible instructional practices.
- 3.9 Uses adaptations/positioning/handling strategies to involve children in multi-ability groups.
- 3.10 Uses technology/materials/media to enhance learning and control of the environment.
- 3.11 Manages antecedent and consequent condition to foster self management behaviors.
- 3.12 Facilitates positive interactions between children and adults.
- 3.13 Uses physical, social and temporal environment to engage children and maximize learning.
- 3.14 Identifies options/resources for transition to next class/program.
- 3.15 Identifies the goal of the management task.
- 3.16 Uses problem-solving and participatory group processes to address management problems.
- 3.17 Establishes appropriate timelines for completing management tasks.
- 3.18 Demonstrates knowledge of recommended practices and research in instructional strategies and management.

STANDARD 4:

Assesses/Communicates Learning Results

The early childhood educator shall monitor children's cognitive, emotional, social, communicative, adaptive, and physical development; organize special education information; and communicate progress. The early childhood educator shall:

- Determine learning results
- Plan and adapt the program to meet the needs of all children
- Determine additional needs in the area of disability services
- Assist in developing IEPs upon request
- Give input regarding needs for transition to the next educational setting

The extent to which the early childhood educator:

- 4.1 Uses multiple instructional modes and methods with adaptations for children with special needs.
- 4.2 Collects data systematically and records progress.
- 4.3 Organizes student progress data and communicates results to families and other team members in every day language.
- 4.4 Identifies options and resources for transition to next class/program
- 4.5 Evaluates development/learning in a culturally sensitive manner.

STANDARD 5:

Reflects/Evaluates Teaching/Learning

The early childhood educator shall reflect on and evaluate teaching and learning situations, learning environments, and programs for infants, toddlers, preschool children, kindergarten children, and their families. This shall include learning situations and programs that are provided in relation to an IFSP or an IEP and by the early childhood educator, a teaching assistant or other staff member, the family, or other caregiver.

The extent to which the early childhood educator:

- 5.1 Articulates and assesses the learning situation with respect to key elements.
- 5.2 Applies professional guidelines/mandates in program evaluation.
- 5.3 Evaluates impact of the program on child learning/development.
- 5.4 Identifies professional development needs of assistants, staff and volunteers.
- 5.5 Critically reviews and applies research and recommended practices in the program.
- 5.6 Involves families, other team members, community patrons and advisory boards in evaluation of programs.
- 5.7 Proposes changes to improve learning and development.
- 5.8 Demonstrates knowledge of recommended practices and research in program evaluation.

STANDARD 6:

Collaborates with Colleagues/Parents/Others

The early childhood educator shall collaborate and consult with the following to design, implement, and support learning programs for children; staff in a team effort; volunteers; families and primary caregivers; other educational, child care, health and social services providers in an interagency and interdisciplinary team; and, local, state, and federal agencies.

The extent to which the early childhood educator:

- 6.1 Uses effective team membership and interpersonal skills to support collaboration.
- 6.2 Involves parents as partners on the team.
- 6.3 Involves appropriate persons and agencies to address the situation, problem, or task.
- 6.4 Follows through on input from other members of the team.
- 6.5 Encourages contributions from a variety of sources and backgrounds.
- 6.6 Collaborates with families/personnel to support child transition.
- 6.7 Makes appropriate referrals and provides functional and appropriate observational assessment information as an interdisciplinary team member.
- 6.8 Implements and monitors IEPs.
- 6.9 Articulates children's goals to assistants, staff and volunteers.
- 6.10 Uses adult learning principles in training and supervision of assistants, staff and volunteers.
- 6.11 Assesses the professional growth needs of assistants, staff and volunteers in a culturally sensitive manner.
- 6.12 Identifies professional development needs of assistants, staff and volunteer.

- 6.13 Evaluates and provides feedback on performance.
- 6.14 Demonstrates knowledge of recommended practice and research in interdisciplinary collaboration and consultation.

STANDARD 7:

Engages in Professional Development

The early childhood educator shall engage in self-evaluation of teaching and management skills and participate in professional development to improve performance. This shall include the following performance areas:

- *Designing and planning developmental and learning activities;*
- *Creating learning environments;*
- *Implementing and managing activities;*
- *Assessing children's learning development;*
- *Evaluating learning situations and environmental programs; and*
- *Collaborating with colleagues, parents, and others.*

The extent to which the early childhood educator:

- 7.1 Assess own performance and identifies areas of growth.
- 7.2 Articulates a professional development plan.
- 7.3 Shows documented evidence of growth and performance.
- 7.4 Demonstrates professional growth through participation in professional organizations.
- 7.5 Critically reviews and applies research and recommended practices in the program.
- 7.6 Expands personal knowledge of child development, interdisciplinary practice, IEP development and implementation, and family centered service.

STANDARD 8:

Supports Families

The early childhood educator supports and promotes the self-sufficiency of families as they care for and provide safe, healthy, stimulating, and nurturing environments for young children.

The extent to which the early childhood educator:

- 8.1 Assists family in articulating priorities, concerns and resources.
- 8.2 Demonstrates sensitivity to family differences.
- 8.3 Implements family-centered services which support child development.
- 8.4 Informs families of legal rights and program procedures.
- 8.5 Implements a continuum of family-oriented services.
- 8.6 Applies adult learning principles to parent education activities.
- 8.7 Uses varied two-way communication strategies.
- 8.8 Demonstrates knowledge of recommended practice and research in family systems theory and family centered services.

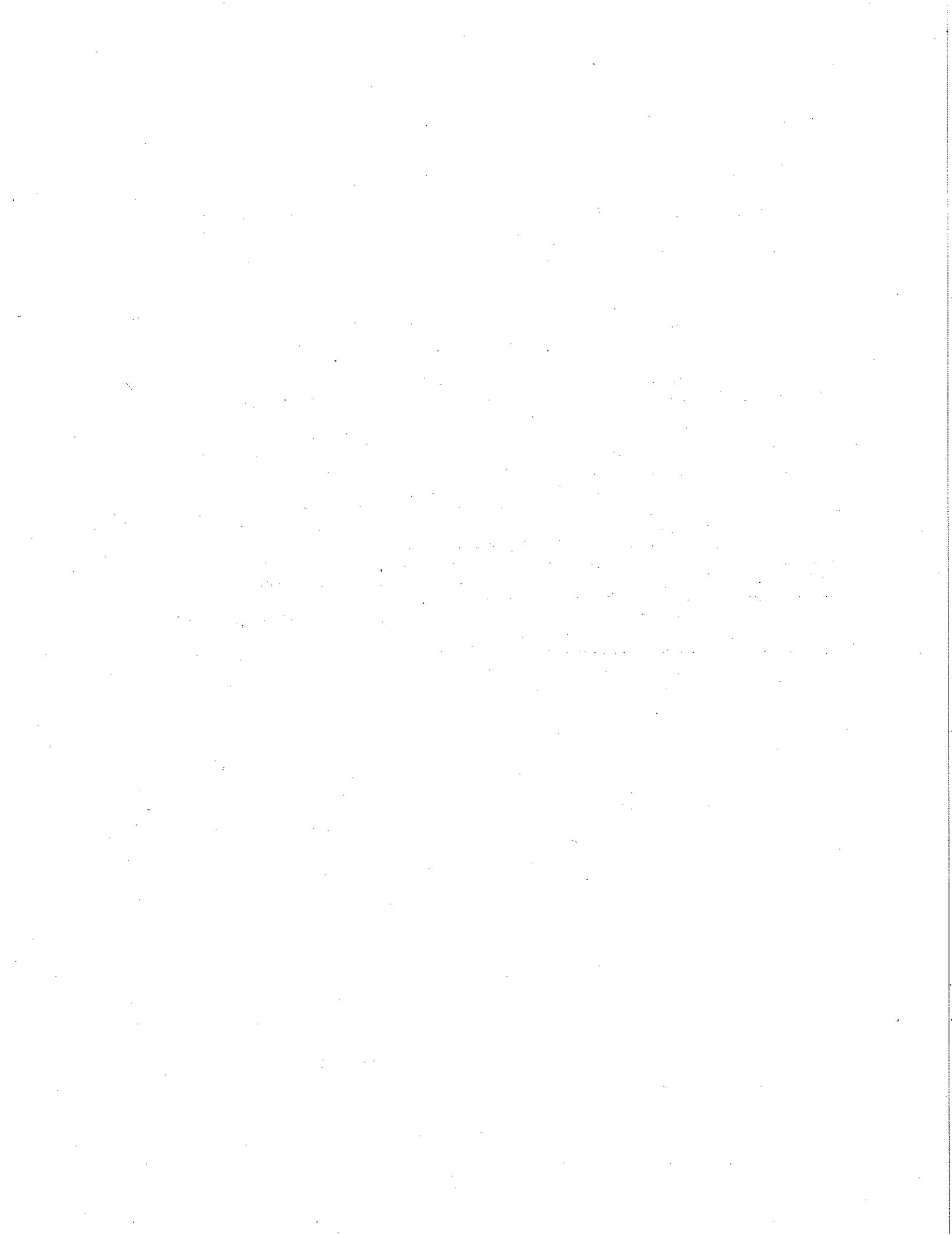
STANDARD 9:

Demonstrates Implementation of Technology

The early childhood educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

The extent to which the early childhood educator:

- 9.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 9.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 9.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 9.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 9.6 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.
- 9.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 9.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 9.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 9.10 Practices equitable and legal use of computers and technology in professional activities.
- 9.11 Facilitates the lifelong learning of self and others through the use of technology.
- 9.12 Uses computers and other technology for individual, small group, and large group learning activities.
- 9.13 Applies research-based instructional practices that use computers and other technology.
- 9.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 9.15 Uses technology to support multiple assessments of student learning.
- 9.16 Instructs and supervises students in the ethical and legal use of technology.



Name:
Date:

**MARION COUNTY SCHOOLS
PRESCHOOL TEACHER
FORMATIVE DATA COLLECTION FORM**

**Analysis of performance and Basis for Individual
Professional Growth Plan/Summative Evaluation**

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

Evaluatee/Observee _____ Content Area _____ Grades _____
 Evaluator/Observer _____ Position _____
 Date of Conference (analyses) _____ School _____

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 1: Designs/Organizes Instruction				
1.1 Designs developmentally/individually appropriate activity-based learning experiences.				
1.2 Makes provisions for special needs.				
1.3 Plans for safe, healthy environments and activities.				
1.4 Bases curriculum and instruction on developmental needs and Kentucky's learning goals.				
1.5 Facilitates positive/self-regulation of the child.				
1.6 Links learning with cultural, social and family diversity.				
1.7 Incorporates multiple disciplines and service plans.				
1.8 Incorporates family resources, priorities and concerns.				
1.9 Relates current learning to transition plans.				
1.10 Uses technology to enhance learning and participation.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 1 continued:				
1.11 Selects developmentally and individually appropriate strategies and resources.				
1.12 Provides a stimulus-rich indoor/outdoor environment.				
1.13 Identifies resources to accomplish management task.				
1.14 Demonstrates knowledge of child development theory-research.				
Standard 2: Creates/Maintains Learning Climates				
2.1 Facilitates active involvement in a variety of structured and unstructured learning activities.				
2.2 Facilitates acquisition/integration of skills/concepts.				
2.3 Provides guidance/learning cues/positive feedback on progress.				
2.4 Provides a stimulus-rich indoor/outdoor environment.				
2.5 Uses technology/materials, media to enhance learning/control of the environment.				
2.6 Manages antecedent/consequent conditions to foster self-management.				
2.7 Uses cooperative learning to encourage interpersonal skills.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Performance Growth/Comments
	Met	Growth Needed	Not Met	
Standard 2 continued:				
2.8 Adapts environment to address special needs.				
2.9 Facilitates positive interaction between children and adults.				
2.10 Uses physical/social/temporal environment to engage children and maximize learning.				
2.11 Recognizes diversity as a strength in children and families.				
2.12 Operates within legal and ethical guidelines.				
2.13 Demonstrates knowledge of recommended practices and research in physical/social learning environments.				
Standard 3: Implements/Manages Instruction				
3.1 Facilitates active involvement in a variety of structured and unstructured learning activities.				
3.2 Incorporates multiple disciplines and service plans.				
3.3 Facilitates acquisition/integration of skills/concepts.				
3.4 Implements child oriented strategies to meet individual needs.				
3.5 Incorporates family-centered activities.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 3 continued:				
3.6 Links learning to the child's experiences/knowledge in a culturally sensitive manner.				
3.7 Provides guidance/learning cues/positive feedback on progress.				
3.8 Uses educationally sound/legally defensible instructional practices.				
3.9 Uses adaptations/positioning/handling strategies to involve children in multi-ability groups				
3.10 Uses technology, materials, media to enhance learning and control of the environment.				
3.11 Manages antecedent and consequent condition to foster self management behaviors.				
3.12 Facilitates positive interactions between children and adults.				
3.13 Uses physical, social and temporal environment to engage children and maximize learning.				
3.14 Identifies options/resources for transition to next class/program.				
3.15 Identifies the goal of the management task.				
3.16 Uses problem-solving and participatory group processes to address management problems.				
3.17 Establishes appropriate timeliness for completing management tasks.				

Name:

Date:

Standard Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 3 continued:				
3.18 Demonstrates knowledge of recommended practices and research in instructional strategies and management.				
Standard 4: Assess/Communicates Learning Results				
4.1 Uses multiple instructional modes and methods with adaptations for children with special needs.				
4.2 Collects data systematically and records progress.				
4.3 Organizes student progress data and communicates results to families and other team members in every day language.				
4.4 Identifies options and resources for transition to next class/program.				
4.5 Evaluates development/learning in a culturally sensitive manner.				
Standard 5: Reflects/Evaluates Teaching/Learning				
5.1 Articulates and assesses the learning situation with respect to key elements.				
5.2 Applies professional guidelines/mandates in program evaluation.				
5.3 Evaluates impact of the program on child learning/development.				
5.4 Identifies professional development needs of assistants, staff and volunteers.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 5 continued:				
5.5 Critically reviews and applies research and recommended practices in the program.				
5.6 Involves families, other team members, community patron and advisory boards in evaluation of programs.				
5.7 Proposes changes to improve learning and development.				
5.8 Demonstrates knowledge of recommended practices and research in program evaluation.				
Standard 6: Collaborates with Colleagues/Parents/Others				
6.1 Uses effective team membership and interpersonal skills to support collaboration.				
6.2 Involves parents as partners on the team.				
6.3 Involves appropriate persons and agencies to address the situation, problem, or task.				
6.4 Follows through on input from other members of the team.				
6.5 Encourages contributions from a variety of sources and backgrounds.				
6.6 Collaborates with families/personnel to support child transition.				
6.7 Makes appropriate referrals and provides functional and appropriate observational assessment information as an interdisciplinary team member.				
6.8 Implements and monitors IEPs.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 6 continued:				
6.9 Articulates children's goals to assistants, staff and volunteers.				
6.10 Uses adult learning principles in training and supervision of assistants, staff and volunteers.				
6.11 Assesses the professional growth needs of assistants, staff and volunteers in a culturally sensitive manner.				
6.12 Identifies professional development needs of assistants, staff and volunteers.				
6.13 Evaluates and provides feedback on performance.				
6.14 Demonstrates knowledge of recommended practice and research in interdisciplinary collaboration and consultation.				
Standard 7: Engages in Professional Development				
7.1 Assesses own performance and identifies areas of growth. (IPGP)				
7.2 Demonstrates punctuality and good attendance for all duties.				
7.3 Adheres to school board policies, administrative procedures, and the state professional Code of Ethics.				
7.4 Demonstrates professional growth through participation in professional organizations.				
7.5 Critically reviews and applies research and recommended practices in the program.				

Name:

Date:

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 7 continued:				
7.6 Expands personal knowledge of child development, interdisciplinary practice, IEP development and implementation, and family centered service.				
Standard 8: Supports Families				
8.1 Assists family in articulating priorities, concerns and resources.				
8.2 Demonstrates sensitivity to family differences.				
8.3 Implements family-centered services which support child development.				
8.4 Informs families of legal rights and program procedures.				
8.5 Implements a continuum of family-oriented services.				
8.6 Applies adult learning principles to parent education activities.				
8.7 Uses varied two-way communication strategies.				
8.8 Demonstrates knowledge of recommended practice and research in family systems theory and family centered services.				

Name:

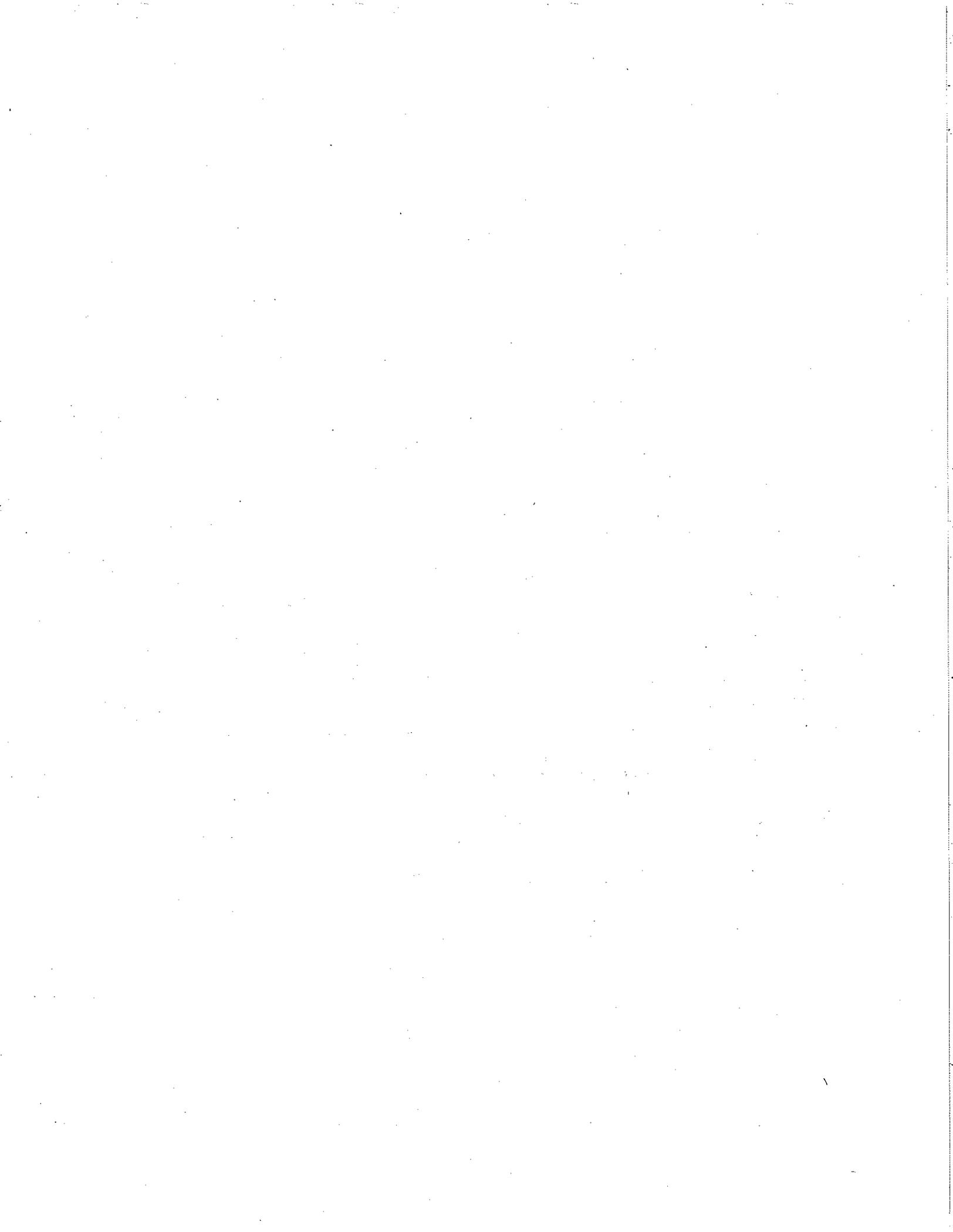
Date:

Standard Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 9: Demonstrates Implementation of Technology				
9.1 Operates a multimedia computer and peripherals to install and use a variety of software.				
9.2 Uses terminology related to computers and technology appropriately in written and verbal communication.				
9.3 Demonstrates knowledge of the use of technology in business, industry, and society.				
9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
9.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.				
9.6 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.				
9.7 Uses computers and other technologies such as interactive instruction, audio-video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
9.8 Requests and uses appropriate assistive devices and adaptive devices for students with special needs.				
9.9 Designs lessons that use technology to address diverse student needs and learning styles.				

Name:

Date:

Standard Performance Criteria	(*more than one rating can be checked)			Professional Growth/Comments
	Met	Growth Needed	Not Met	
Standard 9 continued:				
9.10 Practices equitable and legal use of computers and technology in professional activities.				
9.11 Facilitates the lifelong learning of self and others through the use of technology.				
9.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.				
9.13 Applies research-based instructional practices that use computers and other technology.				
9.14 Uses computers and other technology for individual, small group, and large group learning activities.				
9.15 Uses technology to support multiple assessments of student learning.				
9.16 Instructs and supervises students in the ethical and legal use of technology.				



**MARION COUNTY SCHOOLS
PRESCHOOL TEACHER
SUMMATIVE EVALUATION**

Non-Tenured :
Tenured :

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

Evaluatee:

Grade/Content Area:

Evaluator:

Position:

School:

Preschool Teacher Standards	Meets	*Does not Meet	Comments
1. Designs/Organizes Instruction			
2. Creates/Maintains Learning Climates			
3. Implements/Manages Instruction			
4. Assesses and Communicates Learning Results			
5. Reflects/Evaluates Teaching/Learning			
6. Collaborates with Colleagues/Parents/Others			
7. Engages in Professional Development			
8. Supports Families			
9. Demonstrates Implementation of Technology			

Additional Comments:

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

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

Evaluatee: Agree with this summative evaluation

Disagree with this summative evaluation

Signature

Date

Opportunities for appeal processes at both the local and state levels are a part of Marion County Public School Evaluation Plan.

Employment recommendation to Central Office:

Recommends for re-employment

Does not recommend for re-employment

Evaluator's signature

Date

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

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

Pre-School Self Assessment

(This instrument is inserted as a reference tool for evaluators.)

Appropriate Practice Self Assessment

Please answer the questions below. You should answer each question based on YOUR actions. Answer Y for Yes if you do this consistently, and AG for Area to Grow if you catch yourself not doing this consistently or this is difficult for you. Assistants can answer NA on any question in BOLD print. These are questions that the assistant may follow through on IF the teacher it has been facilitated by the teacher.. Reflect seriously on your results and work to make positive changes in your routine, environment, and interpersonal relationship with others. Keep this assessment and use it to assist you in choosing personal goals to address on your Professional Growth Plan as well as professional development training that would be beneficial to you. Each area is directly linked with best practice instruction, NAEYC guidelines and Kentucky Preschool Teacher Performance Standards.

When people say, "This is an effective teacher/assistant," they mean that he/she:

ADULT/CHILD INTERACTION *Teacher Standards I, II, III*

- | | | |
|---|---|-------|
| • Interacts with the children at their eye level | Y | AG |
| • Asks open ended questions | Y | AG |
| • Uses specific encouraging phrases like "I see you're ready to listen, good for you" | Y | AG |
| • Uses specific rather than general encouraging phrases | Y | AG |
| • Uses touches and hugs | Y | AG |
| • Refrains from ever demeaning children | Y | AG |
| • Uses developmentally appropriate behavior management strategies | Y | AG |
| • Avoids power struggles and unnecessary restraint with children | Y | AG |
| • Refrains from overuse of "time out" | Y | AG |
| • Assists children in problem solving challenges rather than giving directives | Y | AG |
| • Uses the Second Steps program weekly and reinforces lessons daily | Y | AG NA |
| • Refrains from "adult talk" about children while children are present | Y | AG |
| • Addresses children privately regarding behavior issues | Y | AG |
| • Has meaningful conversations with children | Y | AG |
| • Speaks with individual children often | Y | AG |
| • Listens carefully and respectfully to children | Y | AG |
| • Is willing to learn from children and follows their lead | Y | AG |
| • Is able to focus on individual children while being aware of what is happening throughout the classroom | Y | AG |
| • Actively participates with children – has a plan for each day and goals to be accomplished | Y | AG |
| • Supports cultural differences | Y | AG |

CLASSROOM ENVIRONMENT *Teacher Standards I, II*

- | | | |
|---|---|-------|
| • Has all centers well defined with quiet and noisy centers together | Y | AG NA |
| • Has children's names/pictures on the floor /carpet square AND table | Y | AG NA |
| • Has (and uses) a functional/changeable picture schedule | Y | AG NA |

- Has (and uses) a picture board for center time planning Y AG NA
- Has all shelves labeled with at least the picture, and pictures and words where possible Y AG NA
- Has EVERYTHING that the children use at their eye level (move alphabet, numbers, colors DOWN to the children's level) Y AG NA
- Has alphabet near the writing/art center for FUNCTIONAL use Y AG NA
- Has limited "adult made or purchased" decorations on the wall (most of what is on the wall is CHILDREN'S work) Y AG NA
- Has the child's 1st name, age, and dictated language sample on their creative work Y AG
- Has children's skill work labeled with an index card to describe the purpose of the activity (i.e. I'm learning to cut. I'm learning shapes) Y AG
- Has snapshots of your children and their families around the room Y AG NA
- Has a written schedule on the wall at adult level for adult use Y AG NA
- Has room labeled with words to facilitate literacy Y AG NA
- Has the shelves and room neat, orderly and free from clutter Y AG

INSTRUCTION

CIRCLE

Teacher Standards I, II, IV

- Gets on the floor or small chair during circle so you are at the "children's" eye level Y AG
- Uses multisensory activities to involve ALL children Y AG
- Reads stories with FEW words meant for young children – daily Y AG
- Avoids activities that cause children to wait Y AG NA
- Uses a lot of music daily and encourages children to use a singing not yelling voice Y AG NA
- Provides opportunities for children to use musical instruments Y AG NA
- Has children plan (working on complete sentences) where to go for centers (1st semester) and what they will do (2nd semester) Y AG
- Has the children recall what they did in centers following centers Y AG
- Makes necessary modifications and adaptations to meet the needs of all children Y AG NA

CENTER TIME

Teachers Standards I, II, III

- Stays in the centers with the children rather than do paperwork or work on the computer Y AG
- Reminds children of their "plan" and encourages follow-through Y AG
- Assists children in staying focused on an activity and complete it rather than wander or jump from center to center Y AG
- Encourages children to keep materials within a given center (i.e. trucks stay in the block area rather than being driven around the room) Y AG
- Avoids talking across the room to children or adults and encourages children to also avoid this action Y AG
- Has washable dress-up clothes and plenty of props in housekeeping Y AG NA
- Has a quiet place for children to be alone Y AG NA
- Has a pillow and soft toys in the book area Y AG NA
- Has multiple materials in the art center for children to work creatively rather than complete a specific "adult directed" project. Y AG NA
- Has various commercial and "real nature" items in the science area Y AG NA
- Embeds multicultural materials throughout the room (puppets, instruments dressup clothes, dolls, books, pictures throughout room, food in house) Y AG NA
- Has a functional woodworking center (fine sand paper, hand drills,

- wood glue, not just golf tees and mallet) Y AG NA
- Embeds literacy activities throughout centers (message of the day on calendar, clipboards and paper in block and housekeeping, phone book in housekeeping, books on buildings in block area...) Y AG NA
- Has a writing center where children's emergent writing is displayed Y AG NA
- Has the sand and water table open for daily use Y AG NA
- Has a variety of unit blocks available as well as trucks, animals etc. Y AG NA
- Has quiet music playing during centers (helps keep relaxed tone) Y AG NA

SMALL GROUP TIME

Teacher Standards I

- Has small group time daily Y AG NA
- Divides the children in as many groups as there are adults (3) Y AG NA
- Knows the purpose of the activity so each adult facilitates their own group Y AG NA
- Avoids giving full group instruction and focuses on the "small group" Y AG NA
- Makes sure all children are actively involved and the activities include varied experiences (not to be confused with only "art-like" activities) Y AG NA
- Plans a small group activity weekly to focus on different skill areas (i.e. cognitive, motor, language) Y AG NA
- Avoids use of dittos to accomplish objectives Y AG NA

TRANSITION

Teacher Standards III

- Makes functional use of picture schedule Y AG
- Gives a preparation warning (3 to 5 minute) before EVERY transition Y AG
- Has the next activity ready and starts immediately to avoid wait time Y AG
- Plays the same clean-up record so children know when to start and finish Y AG
- Uses music (singing) to remind children of the expected rules Y AG
- Follows a consistent, scheduled routine so children feel confident and safe Y AG
- Uses an "instructional" prompt to begin transitions when appropriate (names shape, color, recognize name, give last name...) Y AG
- Has gross motor time daily and has this outside when at all possible Y AG NA

MEAL TIME

Teacher Standards III

- Makes sure the children are serving themselves during family style Y AG
- Sits with children to encourage conversation Y AG
- Begins transition with trays, utensils, and milk in April Y AG
- Begins transition through line with food on tray in May Y AG

STUDENT SAFETY HEALTH AND SAFETY

Teacher Standards I, III

- Makes sure cleaning supplies are in a locked cabinet Y AG
- Disinfects the changing table before and after use Y AG
- Washes hands (constantly) Y AG
- Makes sure children wash their hands BEFORE playing in the water Y AG

- Makes sure and drain the water table daily (if water is used) Y AG
- Has floor coverings secured to the floor Y AG
- Has safety plugs on all outlets Y AG

INTERPERSONAL RELATIONSHIPS

RELATIONSHIP TO OTHER TEACHERS/ASSISTANTS

(both in and out of your classroom assignment)

Teacher Standards VI

- Accepts criticism and is responsive to changes Y AG
- Offers positive feedback to others when appropriate Y AG
- Offers constructive feedback appropriately and promptly Y AG
- Is respectful of others (rather than patronizing and controlling) Y AG
- Is accepting, open, inclusive of others and their ideas (not rejecting, blaming) Y AG
- Is willing, approachable and eager to open communication (rather than distant) Y AG
- Is cooperative and shares ideas with others Y AG
- Shares information with all members of the classroom team (rather than keeping others in the dark) Y AG
- Projects a trusting attitude rather than suspicious Y AG
- Talks directly to a person if there is a conflict (rather than talk to others and complain about that person) Y AG
- Is a "team player" – encourages communication within the classroom (and preschool program if there are other preschool classes within your building) and eagerly participates in classroom, program and school activities and/or committees Y AG

RELATIONSHIP WITH PARENTS

Teacher Standards I, VI, VIII

- Makes frequent contacts and is open and supportive (one personal note weekly) Y AG NA
- Makes prompt contacts regarding student attendance concerns Y AG
- Is accepting (rather than judgmental and prejudice) Y AG
- Is a listener and offers sincere suggestions to help Y AG NA
- Is flexible in scheduling conferences Y AG NA
- Respects confidentiality and does not discuss families and children's situations with those that don't work directly with the child Y AG
- Assists parents with goals for their child and asks their input Y AG NA
- Perceives self as part of a support system to parents, whose role is to help and strengthen the family unit, not cast judgement Y AG
- Is able to make parents aware of their strengths as assist them Y AG NA
- Has awareness of resources available to assist families and involves appropriate persons to promptly assist families Y AG
- Projects a disposition of being approachable (rather than cause families to fear or avoid making contact) Y AG

PROFESSIONAL RESPONSIBILITIES

Teacher Standards IV, V, VII

- Attends regular faculty, staff, or classroom team meetings and workshops Y AG
- Makes a conscious effort to expand knowledge of good early childhood teaching Y AG

- **Makes a conscious effort to expand knowledge of special education procedures and paperwork** Y AG
- **Manages time well during the school day and during Friday planning** Y AG
- **Completes student assessment, monitoring, records and required paperwork on time and with efficiency** Y AGNA
- **Is familiar with options for transition to the next class and makes suggestions regarding goals and resources when necessary** Y AGNA
- **Makes appropriate referrals to support staff when a child is having difficulty in any developmental area** Y AGNA
- **Is conscientious about personal attendance and has plans ready and has made appropriate arrangements if absent** Y AG
- **Takes the initiative to seek opportunities provided to grow professionally** Y AG

PERSONAL GOAL SHEET

Based on the Self-Assessment Sheet, I plan to make the following short-term goal/s (immediate action):

Based on the Self Assessment Sheet, I plan to make the following long term goal/s (long range plan – possible professional growth area):

I (WILL/WILL NOT) need the following support, training or materials to assist me in reaching the goals I have listed above.

Name

Date

**MARION COUNTY SCHOOLS
DATA COLLECTION SUMMARY
EDUCATION ADMINISTRATORS**

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

Observee _____ Position _____

Observer _____ Position _____

Observation Information:

Date _____

Activity Observed: _____

Time _____

Product Critiqued: _____

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

STANDARDS/PERFORMANCE CRITERIA

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

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

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

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

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

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

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

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

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

Standard 6: Political, Economic, Legal

The education administrator facilitates processes and engages in activities ensuring that

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

Name:

Date:

MARION COUNTY SCHOOLS

ADMINISTRATOR FORMATIVE REPORT FORM

STANDARDS	MEETS	GROWTH NEEDED
1. A School/District Administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school/district community.		
2. A School/District Administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.		
3. A School/District Administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.		
4. A School/District Administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.		
5. A School/District Administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.		

Standards	Meets	Growth Needed
6. A School/District Administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.		

Data Collection:
(Areas of Strength, Enrichment and/or Improvement)

Evaluatee: **Agree with this formative evaluation**
 Disagree with this formative evaluation

Evaluatee's Signature

Date

Evaluator's Signature

Date

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

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

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Position _____

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

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

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

2.17	student learning is assessed using a variety of techniques				
2.18	multiple sources of information regarding performance are used by staff performance are used by staff and students				
2.19	a variety of supervisory and evaluation models is employed				
2.20	pupil personnel programs are developed to meet the needs of students and their families				
Overall rating for Summative Evaluation Form					

3: Management - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>		Meets	Growth Needed	Does Not Meet	Professional Growth Activities Discussed
3.1	knowledge of learning, teaching, and student development is used to inform management decisions				
3.2	operational procedures are designed and managed to maximize opportunities for successful learning				
3.3	emerging trends are recognized, studied, and applied as appropriate				
3.4	operational plans and procedures to achieve the vision and goals of the school are in place				
3.5	collective bargaining and other contractual agreements related to the school are effectively managed				
3.6	the school plant, equipment, and support systems operate safely, efficiently, and effectively				
3.7	time is managed to maximize attainment of organizational goals goals				
3.8	potential problems and opportunities are identified				
3.9	problems are confronted and resolved in a timely manner.				
3.10	financial, human, and material resources are aligned to the goals of schools				
3.11	the school acts entrepreneurally to support continuous improvement				
3.12	organizational systems are regularly monitored and modified as needed				
3.13	stakeholders are involved in decisions affecting schools				
3.14	responsibility is shared to maximize ownership and accountability				
3.15	effective problem-framing and problem-solving skills are used				
3.16	effective conflict resolution skills are used				
3.17	effective group-process and consensus-building skills are used				
3.18	effective communication skills are used				
3.19	there is effective use of technology to manage school operations				
3.20	fiscal resources of the school are managed responsibly, efficiently, and effectively				
3.21	a safe, clean, and aesthetically pleasing school environment is created and maintained				
3.22	human resource functions support the attainment of school goals				
3.23	confidentiality and privacy of school records are maintained				
Overall rating for Summative Evaluation Form					

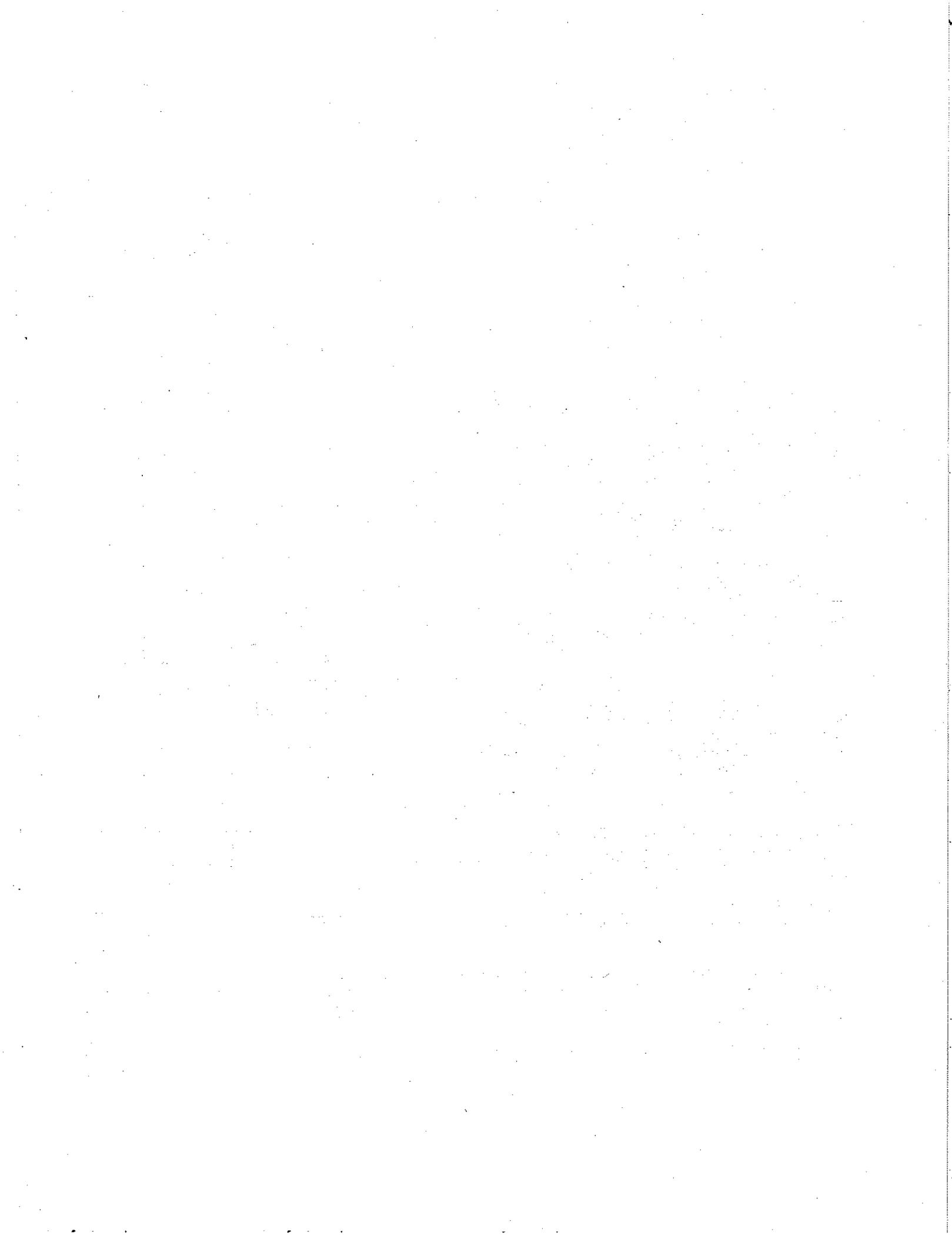
4: Collaboration - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>		Meets	Growth Needed	Does Not Meet	Professional Growth Activities Discussed
4.1	high visibility, active involvement, and communication with the larger community is a priority				
4.2	relationships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

4.11 diversity is recognized and valued				
4.12 effective media relations are developed and maintained				
4.13 a comprehensive program of community relations is established				
4.14 public resources and funds are used appropriately and wisely				
4.15 community collaboration is modeled for staff				
4.16 opportunities for staff to develop collaborative skills are provided				
Overall rating for Summative Evaluation Form				

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

6: Political, Economic, Legal - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
6.1 the environment in which schools operate is influenced on behalf of students and their families				
6.2 communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate				
6.3 there is ongoing dialogue with representatives of diverse community groups				
6.4 the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities				
6.5 public policy is shaped to provide equality education for students				
6.6 lines of communication are developed with decision makers outside the school community				
Overall rating for Summative Evaluation Form				

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



SUMMATIVE EVALUATION FOR ADMINISTRATORS

(This summarizes all the evaluation data including formative data, products, and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

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

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

<u>Administrator Standards:</u>	<u>Meets</u>	<u>*Does Not Meet</u>
1. Vision	_____	_____
2. School Culture and Learning	_____	_____
3. Management	_____	_____
4. Collaboration	_____	_____
5. Integrity, Fairness, Ethics	_____	_____
6. Political, Economic, Legal	_____	_____
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. _____

Evaluatee's Comments:

Evaluator's Comments:

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

Evaluatee: _____
 _____ Agree with this summative evaluation
 _____ Disagree with this summative evaluation

 Signature Date

Evaluator:

 Signature Date

Opportunities for appeal processes at both the local and state levels are a part of the Marion County Schools district evaluation plan.

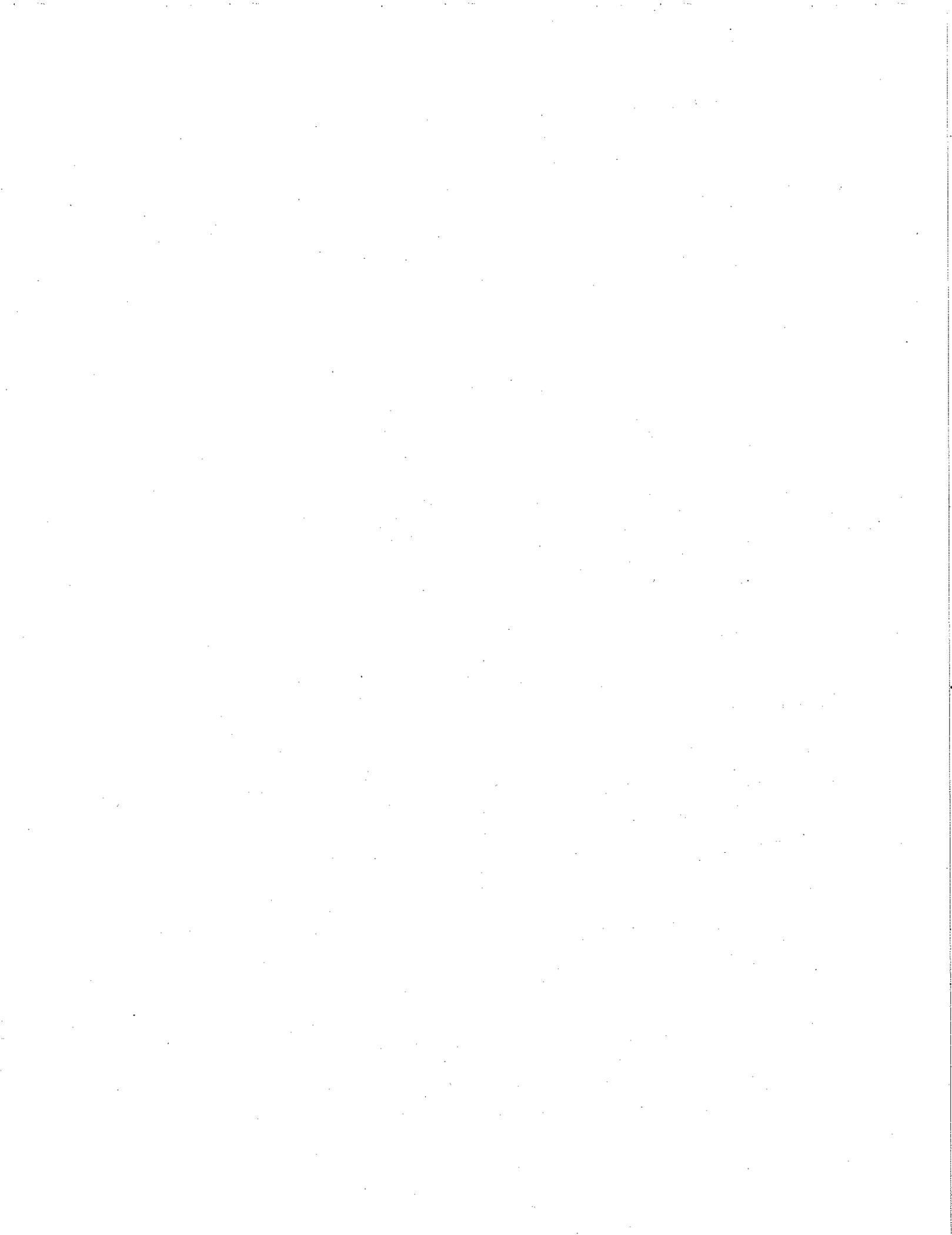
Employment Recommendation to Central Office:

_____ Meets administrator standards for re-employment

_____ Does not meet administrators standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:3345 Sections 7, 8, 9 and the local district plan.

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



PLAN FORMS

**MARION COUNTY SCHOOLS
CERTIFIED EVALUATION APPEALS FORM**

1. State specifically the performance criteria ratings on the summative evaluation with which you disagree.

2. Give specific evidence/reasons to support your objections.

3. At your discretion, share any other information pertinent to this evaluation.

{This form shall be presented in person or by mail to the chairperson of the district Evaluation Appeals Panel. The time(within five (5) working days of receipt of the evaluation) is stipulated in the local district evaluation plan.}

Signature _____

Date _____

NOTE: COMPLETE 1 FORM FOR EACH STANDARD ADDRESSED

School Year

MARION COUNTY SCHOOLS
INDIVIDUAL CORRECTIVE ACTION PLAN

Date: _____ Name: _____ Work Site: _____
 Title: _____

Standard No.	Growth Objective/ Goal(s) (described desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Target Dates

(Attach more pages if necessary)
Evaluatee's Comments:

Individual Corrective Action Plan Developed:	Status	Achieved	Revised	Continued
Evaluatee's Signature		Evaluatee's Signature		Date
Evaluator's Signature		Evaluator's Signature		Date

Progress Review Meetings
Date:

Comments:

1.	
2.	
3.	
4.	

PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL PERSONNEL

CODE OF ETHICS 704 KAR 20:680

Section 1. Certified personnel in the Commonwealth:

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

To STUDENTS

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

To PARENTS

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



To EDUCATION PROFESSION

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



