



Steven L. Beshear
Governor

Kevin M. Noland
Interim Commissioner of Education

**EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION**

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July 28, 2009

Lonnie Burgett, Superintendent
Mayfield Independent Schools
914 East College Street
Mayfield, KY 42066

Mayfield Independent Schools' certified personnel evaluation plan that was approved by the local board of education on **July 28, 2009**, has been reviewed and approved by the Kentucky Department of Education as of **July 28, 2009**.

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

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

Sincerely,

Handwritten signature of David M. Simpson in black ink.

David M. Simpson, Manager
Professional Growth Branch

DS/js

Cc: Joey Henderson, Director of Instruction

KRS section	704 KAR section	Page Number in District Plan where Evidenced*	Teacher Forms	Administrator Forms	C. Teacher and Administrator Evaluation forms include:
(2)	5 (1)	39	58		<ol style="list-style-type: none"> 1. Specific descriptors or indicators that can be measured or observed and recorded 2. List of performance criteria for teachers and administrators: <ul style="list-style-type: none"> • Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results • Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research...; or school management skills based on validated managerial practices • Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques • Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences • Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others • Performance of duties consistent with school, community goals and administrative regulations • Demonstration of use of resources, including technology • Demonstration of professional growth • Adherence to the professional code of ethics • Attainment of other established EPSS standards not included in above
(a)			42 (2/6) 45 (5/4) 60 (8)		
(b)			32 (5/1) 59 (2) 28 (1/14/4)	61 (C)	
(c)			30 (3,2,3,3)	59 (F)	
(d)			38 (8.3)	60 (5) 57 (4)	
(e)			37 (10.1+10.3)	60 (C)(D)	
(f)			39	58	
(g)			34 (17.3) 27 (2)	59 (H)(B) 26 (26)	
(h)				27 (6) (9) (B)	
(i)					
(j)					
(6)	7 (1)	13	✓	13	✓
	7 (2)	13	✓	13	✓
	7 (3)	16	✓	16	✓
	9	18	✓	18	✓

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

District: Mayfield Ind. Evaluation Contact Person: Joe Henderson Date of Review: _____

Certified Personnel Evaluation Plan Checklist
 Indicators taken from KRS 156.557 and 704 KAR 3:345

KRS Section	704 KAR Section	Page Number in District Plan where Evidenced	
(3)(c) 1	4 (1)	12 (21) ✓	A. Plan developed by evaluation committee:
	3	2	1. Equal number of teachers and administrators
			2. Approved by local board of education
			B. Plan provides for:
	6	11 ✓	1. Designated contact person
	6(2)a	Intro ✓	2. District trains primary evaluators in the local evaluation process
	5 (2)	8 ✓	3. Explanation to and discussion with all certified personnel "no later than the end of the first month of reporting for employment for each school year"
	5 (3)	28+56	3. Performance standards with indicators for major job categories
(3)(b)	4 (2)	16(3) ✓ 10(4)	4. Formative and summative processes
(3)(c) 2	4 (2) (a)	9 (A) ✓	5. Immediate supervisor designated primary evaluator
(3)(c) 2	4 (2) (a)	9 (B) ✓	6. Third party observer process
(3)(c) 3	4 (2) (b)	9 (B4) ✓	7. Observations conducted openly
	4 (2) (c)	10 (2E) ✓	8. Alignment of growth plans with school/district improvement plans
	4 (2) (c)	10 (2F) ✓	9. Annual review of growth plans
	4 (2) (d)	12 (C4) ✓	10. Provisions for Superintendent's professional growth pursuant to KRS 156.111
	4 (2) (e)	10 (2D) ✓	11. Conference within one week of observation
	4 (2) (e)	10 (4B) ✓	12. Summative conference includes all evaluation data
	4 (2) (f)	11 (B) 18 (A+8)	13. Annual evaluations with multiple observations for non-tenured certified personnel
	4 (2) (g)	10 (2B) ✓	14. Multiple observations for tenured teachers when observation is unsatisfactory
	4 (2) (h)	10 (I-A) ✓	15. Summative evaluations for tenured teachers minimum of once every three years
	4 (2) (i)	12 (C) ✓	16. Summative evaluations for administrators annually
	4 (2) (j)	10 (4A) 12 (C3)	17. Evaluations (except Supt.) on approved forms to become part of official personnel file
	4 (2) (k)	10 (4A) 12 (C3)	18. Opportunity for written response/become part of official file
	4 (2) (m)	10 (4A) ✓	19. Copy of evaluation provided to evaluatee
(3)(c) 5		53-54	20. Corrective action process

ASSURANCES CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

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

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

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

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

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 30th, 2009.

Louise J. Burgett
Signature of District Superintendent

7-28-09
Date

[Signature]
Signature of Chairperson, Board of Education

7-28-09
Date

MAYFIELD INDEPENDENT SCHOOLS INTRODUCTION

The professional staff of the Mayfield Independent Schools believes that a comprehensive system for certified staff evaluation is an essential component of improving the teaching-learning process. In order to develop and implement an evaluation system for the Mayfield Independent Schools, a committee composed of an equal number of teachers and administrators was established.

This plan includes an explanation of the evaluation system, job descriptions, and evaluation instruments as finalized and approved by the committee. Teachers and administrators from various groups provided input specific to their job roles. The evaluation plan and teacher evaluation instruments were presented to all teachers in the district. All comments and suggestions were considered by the writing committee.

Evaluators shall be trained, tested, and approved in accordance with administrative regulations and adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school employees and in the use of the school district evaluation system. Primary Evaluators in the district will also be trained in the local evaluation process.

The evaluation system includes a plan whereby the person evaluated is given assistance for professional growth as a teacher or administrator. The system also specifies the process to be used when corrective actions are necessary in relation to the performance of assignment.

Finally, the entire evaluation system and administrative instruments will be reviewed and/or revised annually by a committee of equal numbers of teachers and administrators.

**CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN
MAYFIELD INDEPENDENT SCHOOLS**

914 East College Street
Mayfield, Kentucky 42066
(270) 247-388

Lonnie J. Burgett, Superintendent
Joey Henderson, Director of Instruction* ✓

2009 Issue

Certified Evaluation Members.....Titles

Marie Bates Middle School Teacher
Kelly Puckett.....Elementary Teacher
Gayna Taylor.....Elementary Teacher
Beth Scarbrough.....High School Teacher
*Joey Henderson Director of Instruction
Anthony HatchellMayfield High School Principal
Jeff Hill..... Mayfield Elementary School Principal
Ricky Hayes Mayfield Middle School Principal

***DISTRICT CONTACT**

APPEALS PANEL

Gayna Taylor – MES
Beverly Miller – MHS
Cheryl Gilliam – MMS
Cindy McIntosh (BOE appointed)

Alternates

Kelly Puckett – MES
Christel Nall – MHS
Shirley Wilson – MMS

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MAYFIELD INDEPENDENT SCHOOLS

PHILOSOPHY OF EVALUATION

Professional evaluation is continuous, planned program designed to improve the performance of all staff members and to motivate individuals to a high degree of excellence. This evaluation will assess the strengths and weaknesses of the total staff.

The evaluation will provide a better understanding of job roles and expectations in all areas of certification. Evaluation will be as objective as possible; however, because elimination of subjective judgment is impossible, the evaluation process may include opinions of trained evaluators.

OBJECTIVES OF EVALUATION

The prime purpose of evaluation is to increase the competency of the individual and, thereby, provide a higher level of service for those the school serves. The objectives of the evaluation program are the following:

1. to improve the quality of the total educational program.
2. to create an awareness among those involved in the evaluation process that improvement of the educational program has a high priority.
3. to provide appropriate assistance for those whose performance may fall below the satisfactory level.
4. to clarify duties, responsibilities, and job expectation of those being evaluated.
5. to use the performance criteria to assess the strengths and weaknesses of candidates being considered for employment.
6. to use the performance criteria to assess the strengths and weaknesses of those being considered for continuing employment.
7. to stimulate professional growth and development.
8. to build a commitment for accountability in performance.
9. to set professional improvement objectives.

~~CERTIFIED PERSONNEL~~

Evaluation

DEVELOPMENT of SYSTEM

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

PURPOSES

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

NOTIFICATION

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

REVIEW

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

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

APPEAL PANEL

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

ELECTION

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

TERMS

All terms of panel members and alternates shall be for three (3) years. Panel members shall assume their responsibilities as soon as election results are announced. Elections shall be conducted and appointment made during the month of August.

CHAIRPERSON

The chairperson of the panel shall be elected by the panel for each appeal.

(Continued)

Evaluation

Appeal to Panel

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

Appeal Form

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

Conflicts of Interests

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

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

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

Burden of Proof

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

Hearing

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

Panel Decision

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

Superintendent

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

Evaluation

Revisions

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

REFERENCES:

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

RELATE POLICIES:

²03.15, 03.16, 02.14

Adopted/Amended: 7/16/07
Order #: #8

MAYFIELD INDEPENDENT SCHOOLS DEFINITION OF TERMS

The following terms are used in the evaluation process:

1. **Teacher** – for the purpose of this evaluation system, any certified staff person who directly instructs students
2. **Administrator** – any certified staff person who devotes the majority of his employed time to service as a principal, assistant principal, 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.
3. **Immediate supervisor** – the administrator to whom the certified employee reports in the line and staff organization of the Mayfield Independent School District.
4. **Evaluation** – the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching/learning or leadership /management situation.
5. **Formative evaluation** – a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's growth and performance.
6. **Summative evaluation** – the summary of, and conclusions from, the evaluation data, including formative evaluation data, that (a) occur at the end of an evaluation cycle and (b) include a conference between the evaluator and evaluated certified employee and a written evaluation report.
7. **Observation** – the process of gathering information, based on predetermined criteria, to determine the effectiveness of the teacher by observing in the classroom the behaviors of the teacher and the reactions of the students to the teaching process, as well as the physical set of the classroom.
8. **Conference** – a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of the observation(s) or other information to determine strengths and weaknesses, to develop a plan for improvement and follow-up.
9. **Evaluation criteria** – predetermined performance areas or skills on which the certified employee will be evaluated.
10. **Indicator** – observable level of attainment of an evaluation criterion.

Definition of terms (continued)

11. **Standard of Performance** – acceptable qualitative and/or quantitative level of performance expected of effective teachers/administrators. Unsatisfactory, Needs Improvement, Satisfactory, Very Good.
12. **Professional Growth Plan** – a written agreement reached between the evaluator and the evaluated concerning identified needs based upon the results of observations and consultations. The plan should include objectives as well as strategies, which will result in improved performance of the evaluated. The individualized professional growth plan should be aligned with specific goals and objectives of the school improvement plan.
13. **Summary Evaluation Conference** – the summary of the results of the formative and summative phases occurring at the end of an evaluation cycle. The conference involves the evaluator and evaluated certified employee, and a written evaluation report.
14. **Corrective Action Plan** – a written plan developed by the evaluatee and signed by the evaluator when an evaluatee receives a “does not meet” rating on the summative evaluation. This plan will be used as a guideline to improve the area(s) of weakness.

MAYFIELD INDEPENDENT SCHOOLS

RESPONSIBILITIES FOR EVALUATION

Teacher	Principal
Itinerant Teacher	Principal to whom assigned majority of time
Counselor	Principal
Librarian	Principal
Assistant Principal	Principal
Athletic Director	Principal
Family Resource Center Staff	Family Resource Center Directors
Principal	Superintendent
Director of Pupil Personnel	Superintendent
Supervisor of Instruction	Superintendent
Technology Coordinator	Superintendent
Community Relations Coordinator	Superintendent
Special Education Director	Superintendent
Family Resource Center Directors	Supervisor of Instruction Director of Pupil Personnel
Superintendent	Board of Education

EVALUATION TIMELINE

- | | |
|---|--|
| 1. Principal will explain and discuss evaluation process with certified staff
Superintendent or designee will explain and discuss evaluation process with administrative staff | Within 1 st month of employment |
| 2. Evaluator notifies personnel who are to be evaluated | September 15 |
| 3. Evaluator conducts final summative conference and files completed summative with Instructional Supervisor | April 15 |
| 4. Superintendent gives notification of re-employment | May 15 |
| 5. Evaluation committee reviews and/or revises evaluation process | May 30 |
| 6. Personnel implements Professional Growth Plan | Ongoing |

MAYFIELD EVALUATION CYCLE

1. Definition of roles:

- A. The immediate supervisor of the certified school employee shall be designated as the prime evaluator.**
- B. The Principal and/or other trained administrators shall serve as the prime evaluator of the classroom teachers, counselors, librarians, assistant principals and itinerant teachers (a teacher who teaches in more than one building).**
 - 1. When evaluating itinerant teachers, the principals who have these particular teachers a majority of the school day will be responsible for the evaluation.**
 - 2. Other building principals may contribute to formative or summative evaluations of itinerant teachers.**
 - 3. At the request of a teacher, observations by other teachers trained in the teacher's content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15th of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.**
 - 4. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee.**
- C. The superintendent shall serve as the prime evaluator of the following administrators: principals, supervisors of instruction, director of pupil personnel, special education coordinator, technology coordinator, community relations coordinator, director of building and grounds and transportation.**
- D. The board of education shall serve as the prime evaluator of the superintendent. The superintendent will be provided provisions for professional growth pursuant to KRS 156.111.**

II. Frequency of Evaluation:

A. Tenured certified personnel shall be evaluated once every three years.

1. Certified personnel who are to be evaluated will be identified at each building level. (Approximately one-third of a building staff will be evaluated per year).
2. Scheduled observations:
 - a. The evaluator shall make at least two (2) scheduled observations lasting a minimum of 20 minutes each year the personnel is evaluated.
 - b. Multiple observations may be necessary when performance is unsatisfactory.
 - c. Employee will be given opportunity for written response of evaluation and that response shall become part of the official file.
 - d. Post-observation conference shall take place within five (5) working days after the observation.
 - e. An annual professional growth plan, aligned with the school/district improvement plan, shall be established by the person being evaluated and will be approved, revised or rejected by the evaluator.
 - f. Growth plans will be reviewed annually.
 - g. In the event of an unsatisfactory evaluation, a corrective action plan will be developed by the evaluator and the employee.
3. **Unscheduled Observations**
 - a. Observations of an informal nature may be considered if they are made as a result of the ordinary performance of supervisory or administrative responsibilities.
 - b. Information collected through unscheduled observations shall be supported by documentation.
 - c. Teachers shall have the opportunity to review any documentation.
4. **Final Evaluation/Conference by April 15**
 - a. The final conference (summative) between evaluator and certified personnel shall be completed by April 15. One copy of the completed signed evaluation will be given to the certified employee, one copy shall be placed in the certified employee's file in the office of the evaluator, and the original copy will be sent to the central office.
 - b. The summative report shall be a composite of all scheduled and unscheduled observations.
 - c. The evaluator shall complete the evaluation form in triplicate. This form shall be signed by the evaluator and the certified employee.

5. Filing of completed forms by April 15
The evaluator files completed evaluation forms with central office by April 15. Confidentiality shall be maintained.
6. The certified personnel will implement their professional growth plan during the evaluation cycle.

B. Non-tenured personnel shall be evaluated annually.

1. Certified personnel who are to be evaluated will be identified at each building level. Approximately one-third of a building staff will be evaluated per year.
2. Scheduled observations:
 - a. The evaluator shall make at least two (2) scheduled observations lasting a minimum of 20 minutes each year the personnel is evaluated.
 - b. Multiple observations may be necessary when performance is unsatisfactory.
 - c. Employee will be given opportunity for written response of evaluation and that response shall become part of the official file.
 - d. Post observation conference shall take place within five (5) working days after the observation.
 - e. An annual professional growth plan, aligned with the school/district improvement plan shall be established by the person being evaluated and will be approved, revised or rejected by the evaluator.
 - f. Growth plans will be reviewed annually.
 - g. In the event of an unsatisfactory evaluation, a corrective action plan will be developed by the evaluator and the employee.

3. Unscheduled Observations

- a. Observations of an informal nature may be considered if they are made as a result of the ordinary performance of supervisory or administrative responsibilities.
- b. Information collected through unscheduled observations shall be supported by documentation.
- c. Teachers shall have the opportunity to review any documentation.

4. Final Evaluation/Conference by April 15

- a. The final conference (summative) between evaluator and certified personnel shall be completed by April 15. One copy of the completed signed evaluation will be given to the certified employee, one copy shall be placed in the certified employee's file in the office of the evaluator, and the original copy will be sent to the central office.
- b. The summative report shall be a composite of all scheduled and unscheduled observations.

- c. The evaluator shall complete the evaluation form in triplicate. This form shall be signed by the evaluator and the certified employee.

C. Administrators shall be evaluated annually.

1. A conference will be conducted to establish areas to be addressed in the written growth plan.
2. A professional growth plan will be established by the person being evaluated within ten (10) working days after the initial conference. Input from staff may be utilized in the development of the growth plan.
3. The superintendent files completed summative form in personnel file by April 15. Confidentiality shall be maintained.
4. The evaluation process developed by the board of education for the local superintendent shall include provisions for assistance for professional growth pursuant to KRS 156.111.

III. Revision of Evaluation Form by May 30.

The evaluation plan shall be reviewed annually by a committee consisting of equal numbers of teachers and administrators.

**MAYFIELD INDEPENDENT SCHOOLS
RECOURSE FOR DISAGREEMENT WITH EVALUATION
AND RIGHT TO A HEARING**

Evaluation of professional performance is not an adversary process. Therefore, it is unlikely that many occasions will arise when it may be necessary for personnel being evaluated to challenge the evaluation given by the primary evaluator. However, if during the process, the personnel being evaluated believes the assessments are (a) inaccurate, (b) unfair, or (c) the evaluation procedures were abridged in some manner, the following options may be exercised:

1. The personnel being evaluated may signify disagreement with the evaluation by stating those disagreements in the comment section of the evaluation instrument. If necessary, an additional attachment may be made to the report.
2. Personnel being evaluated may submit a written appeal concerning evaluation to the members of the Appeals Panel.
3. All documentation shall be available for review by all parties involved at the preliminary hearing.
4. In the event of an appeal, the Appeals panel shall conduct a review of the evaluation data and/or interview the personnel involved. If requested, a hearing may be held before the Appeals Panel. The findings of the Appeals Panel shall become a part of the personnel file.
5. At any point during the evaluation cycle, the Superintendent, upon request or at his discretion, may assign another trained evaluator to conduct an evaluation.
6. At any point in the appeals process, the person being evaluated may withdraw the appeal.

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. Any certified employee may, within five working days after the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the plan. Upon receiving the request the panel will schedule a PRELIMINARY HEARING to provide documentation to all parties and the panel. Four (4) copies of all documentation to be considered in the appeal shall be made available at this time. One copy for each of the committee and evaluator/evaluatee shall be provided. The chairperson shall convene the hearing and explain procedures for the process. The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide for legal counsel to the panel if requested. The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluatee, evaluator and their chosen representatives. 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.

After three (3) working days an **APPEALS PANEL 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 recommendation must include one of the following:

- a. a new evaluation by a second certified evaluator
- b. uphold the original evaluation
- c. remove the summative or any part of the summative from the file

The chairperson of the panel shall present the decision to the Superintendent for action within three (3) working days of the panel's decision.

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

The appeals process will follow procedures according to 04 KAR 3:345 Section 9.

EVALUATION APPEALS HEARING REQUEST FORM

I, _____, have been evaluated by

_____ during this current school year evaluation cycle. My disagreement with the findings of the summative evaluation has been thoroughly discussed with my evaluator. I respectfully request the Mayfield Independent District Evaluation Appeals Panel to hear my appeal.

My appeal challenges the summative findings on:

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

The date of the summative conference was _____.

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

**By signing this form the evaluatee understands the appeals committee shall view both confidential and sensitive evaluation information as it relates to job performance.*

Signature _____ Date _____

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

-CERTIFIED PERSONNEL-
Appeals/Hearings

PURPOSE

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under District's evaluation plan and whether the summative evaluation is supported by the evidence. The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

APPEALS

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

1. The Appeals Panel shall require that written statements or other documentation by either or both of the parties to be submitted during the preliminary hearing. Both parties will supply four copies of any documentation to the Panel. Copies of the documentation will be located in a secure place in the Central Office except during Appeals Panel meetings or during review by individual Panel members. Confidentiality shall be maintained. Copies of the documentation as submitted to the Panel and distributed to all parties shall be returned to the Appeals Panel chairperson at the conclusion of the hearing.
2. The Panel will meet in advance to review all documents, discuss and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by the Panel members during the hearing.
3. The Panel will set the time and place for the preliminary hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator(s) of the date, time, and place to appear before the Panel. The hearing date, time and place will be set at the preliminary hearing by the Panel.
4. Both parties have the right to legal representation during the hearing process at their own expense provided that the Panel receives notice of the representation at the preliminary hearing. The Panel also has the right to legal representation as well.
5. The Appeals Panel may require that hearing be recorded and a copy shall be provided to either or both parties if requested in writing. The original recording will be maintained by the District.
6. Only Panel members, the evaluatee and evaluator(s), legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.

(CONTINUED)

Appeals/Hearings

APPEALS (CONTINUED)

7. Witnesses may be presented, but will be called one at a time by the Panel and will not be allowed to observe the proceedings.

HEARINGS

The following procedures will be implemented during the hearings:

1. The Chairperson of the Panel shall be elected by the Panel for each appeal. The hearing shall be under the direction of and shall be conducted by the Appeals Panel Chairperson. The Chairperson will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Alternate members of the Appeals Panel shall serve at the direction of the Chairperson.
3. Each party will be allowed to make a statement of claim. The order of the proceeding shall be as follows:
 - a. The evaluatee's position shall be presented first, followed by that of the evaluator(s).
 - b. Questioning shall be conducted by members of the Appeals Panel. Clarifications raised by either party may be addressed by the Panel.
 - c. Summarizing statements, clarifications or questions (if desired) by both parties shall follow in the same order as above.
4. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not presented to the Panel as provided in this procedure.
5. Each party (evaluator(s) and evaluatee) may be asked to make closing remarks.
6. The chairperson of the Panel may make closing remarks.
7. The recommendation(s) of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
 - a. Upholding all parts of the original evaluation.
 - b. Voiding the original evaluation or parts of it.
 - c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.
10. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date that the appeal was filed.

11. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
12. Any evaluatee who feels that procedural issues were violated may appeal to the State Board of Education.

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

- (1) The Kentucky Board of Education shall establish statewide standards for evaluation and support for improving the performance of all certified school personnel.
- (2) The performance criteria on which teachers and administrators shall be evaluated shall include, but not be limited to:
 - (a) Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results;
 - (b) Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research-based instructional practices, or school management skills based on validated managerial practices;
 - (c) Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques;
 - (d) Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences;
 - (e) Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others;
 - (f) Performance of duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations;
 - (g) Demonstration of the effective use of resources, including technology;
 - (h) Demonstration of professional growth;
 - (i) Adherence to the professional code of ethics; and
 - (j) Attainment of the teacher standards or the administrator standards as established by the Education Professional Standards Board that are not referenced in paragraphs (a) to (i) of this subsection.
- (3) The certified employee evaluation programs shall contain the following provisions:
 - (a) Each certified school employee, including the superintendent, shall be evaluated by a system developed by the local school district and approved by the Kentucky Department of Education.
 - (b) The local evaluation system shall include formative evaluation and summative evaluation.
 1. "Formative evaluation" means a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.
 2. "Summative evaluation" means the summary of, and conclusions from, the evaluation data, including formative evaluation data, that:
 - a. Occur at the end of an evaluation cycle; and

b. Include a conference between the evaluator and the evaluated certified employee, and a written evaluation report.

(c) The Kentucky Board of Education shall adopt administrative regulations incorporating written guidelines for a local school district to follow in developing, implementing, and revising the evaluation system and shall require the following:

1. All evaluations of certified employees below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators;

2. The immediate supervisor of the certified school employee shall be designated as the primary evaluator. At the request of a teacher, observations by other teachers trained in the teacher's content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers;

3. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee;

4. Evaluators shall be trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school employees and in the use of the school district evaluation system;

5. The evaluation system shall include a plan whereby the person evaluated is given assistance for professional growth as a teacher or administrator. The system shall also specify the processes to be used when corrective actions are necessary in relation to the performance of one's assignment; and

6. The training requirement for evaluators contained in subparagraph 4. of this paragraph shall not apply to district board of education members.

(4) A local district may request from the Kentucky Department of Education a waiver from the guidelines and administrative regulations promulgated by the Kentucky Board of Education as required in subsection (3)(c) of this section in order to implement an alternative evaluation plan for employees on continuing contracts. The department shall grant a waiver if the alternative plan provides for a three (3) phase certified employee evaluation plan that includes:

(a) Phase One: Evaluation for Professional Growth.

1. Evaluation is based on a wide array of relevant sources and directed toward general and specific recommendations for improvement; and

2. Evaluation does not include documentation that might adversely affect employment status.

(b) Phase Two: Transition.

1. Evaluation is for the purpose of intensive scrutiny of job performance;

2. Evaluation includes documentation that may lead to adverse employment decisions;

3. Assistance and support for improvement shall be provided by the school district; and

4. Placement of an individual in the transition phase shall not be subject to appeal, but the employee shall be notified of the decision in writing.

(c) Phase Three: Evaluation for Deficiency.

1. Notwithstanding KRS 161.760, written notice of potential termination, reduction of direct classroom responsibility, or other adverse actions and conditions for job retention are given the employee;
2. A clear time frame for proposed actions is provided the employee; and
3. The summative evaluation is subject to appeal.

An alternative plan for the evaluation of certified personnel shall be proposed to the Kentucky Department of Education if the local district evaluation committee is in support of the plan. Training necessary to implement the alternative plan shall be provided to the principals, supervisory personnel, and the employees to be evaluated. The local district shall provide support to implement the plan. The department shall provide technical assistance to districts wishing to develop alternative evaluation plans.

- (5) The Kentucky Board of Education shall establish an appeals procedure for certified school employees who believe that the local school district failed to properly implement the approved evaluation system. The appeals procedure shall not involve requests from individual certified school employees for review of the judgmental conclusions of their personnel evaluations.
- (6) The local board of education shall establish an evaluation appeals panel for certified personnel that shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation. In districts that have adopted an alternative evaluation plan under subsection (4) of this section, the appeal shall only apply to the summative evaluation of Phase Three.
- (7) Local school districts with an enrollment of sixty-five thousand (65,000) or more students shall have an evaluation system but shall be exempt from procedures or processes described in this section as long as the plan meets the standards established by the Kentucky Board of Education for local school district evaluation systems. The local plan shall include an appeals process for employees who believe they were not fairly evaluated.
- (8) Between July 15, 2000, and June 30, 2001, each school district shall review its local evaluation system to assure that the system is working effectively and to make changes to improve its system.
- (9) Beginning with the 2001-2002 school year, and in subsequent years, the Kentucky Department of Education shall annually provide for on-site visits by trained personnel to a minimum of fifteen (15) school districts to review and ensure appropriate implementation of the evaluation system by the local school district. The department shall provide technical assistance to local districts to eliminate deficiencies and to improve the effectiveness of their evaluation systems. The department may implement the requirement in this subsection in conjunction with other requirements, including, but not limited to, the scholastic audit process required by KRS 158.6455.

Effective: July 14, 2000

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

Kentucky Administrative Regulations

TITLE 704

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

704 KAR 3:345. Evaluation guidelines.

RELATES TO: KRS 156.557

STATUTORY AUTHORITY: KRS 156.070, 156.557(3)(c)

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

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

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

(3) "Evaluation" means:

(a) The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, and based on predetermined criteria, through periodic observation and other documentation including a portfolio, peer review, product or performance; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(c) The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(2) Training shall:

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

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

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

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

(3) Testing shall:

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

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

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

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

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

1. Use of the local evaluation process;

2. Identification of effective teaching and management practices;

3. Effective observation and conferencing techniques;

4. Establishing and assisting with certified employee professional growth plans;

5. Summative evaluation techniques; or

6. Completion of training or update training in the Kentucky Teacher Internship Program in 704 KAR 20:690 or Kentucky Principal Internship Program in 704 KAR 20:470 not to exceed six (6) hours per two (2) year cycle.

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

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

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

(2) Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and

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

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

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

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

(a) Cycle;

(b) Observation frequency;

(c) A form; or

(d) An appeal procedure.

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

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

(2) The appeal procedures shall be as follows:

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

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

(c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

(d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

**MAYFIELD INDEPENDENT SCHOOLS
INDIVIDUAL PROFESSIONAL GROWTH PLAN**

NAME: _____ **DATE:** _____ **SCHOOL YEAR** _____
Identified School/District Improvement Plan Goal and/or Objective:

Present Professional Development Stage	Growth Goal(s)/Objective(s) (Individual Growth Plan must align with specific goals and objectives of school/district improvement plan.)	Procedures and Activities for Achieving Goal(s)/Objective(s)	Expected Impact	Target Dates for Completion/Review
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Employee's Comments:

Supervisor's Comments:

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

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

Professional Code of Ethics For Kentucky School Personnel 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 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;

(A) 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 of physical harm and sexual assault.

(B) 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.

(C) To the 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.

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

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

1.1 Communicates concepts, processes, and knowledge.	
Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.	Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.
1.2 Connects content to life experiences of student.	
Initial-Level Performance	Advanced-Level Performance
Effectively connects most content, procedures, and activities with relevant life experiences of students.	Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.	
Initial-Level Performance	Advanced-Level Performance
Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.	Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.
1.4 Guides students to understand content from various perspectives.	
Initial-Level Performance	Advanced-Level Performance
Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.	Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.
1.5 Identifies and addresses students' misconceptions of content.	
Initial-Level Performance	Advanced-Level Performance
Identifies misconceptions related to content and addresses them during planning and instruction.	Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.

STANDARD 2: THE TEACHER DESIGNS AND 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.

2.1 Develops significant objectives aligned with standards.	
Initial-Level Performance	Advanced-Level Performance
States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.	Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities.
2.2 Uses contextual data to design instruction relevant to students.	
Initial-Level Performance	Advanced-Level Performance
Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.	Plans and designs instruction that is based on significant contextual and pre-assessment data.
2.3 Plans assessments to guide instruction and measure learning objectives.	
Initial-Level Performance	Advanced-Level Performance
Prepares assessments that measure student performance on each objective and help guide teaching.	Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.
2.4 Plans instructional strategies and activities that address learning objectives for all students.	
Initial-Level Performance	Advanced-Level Performance
Aligns instructional strategies and activities with learning objectives for all students.	Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.	
Initial-Level Performance	Advanced-Level Performance
Plans instructional strategies that include several levels of learning that require higher order thinking.	Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.
2.6 Demonstrates punctuality & good attendance for all duties	
Initial-Level Performance	Advanced-Level Performance
	Demonstrates punctuality & good attendance for all duties.

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

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

3.1 Communicates high expectations.	
Initial-Level Performance	Advanced-Level Performance
Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.	Consistently Sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.
3.2 Establishes a positive learning environment.	
Initial-Level Performance	Advanced-Level Performance
Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	Maintains a fair, respectful, and productive classroom environment conducive to learning.
3.3 Values and supports student diversity and addresses individual needs.	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of strategies and methods to supports student diversity by addressing individual needs.	Consistently uses appropriate and responsive instructional strategies that address the needs of all students.
3.4 Fosters mutual respect between teacher and students and among students.	
Initial-Level Performance	Advanced-Level Performance
Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.	Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.
3.5 Provides a safe environment for learning.	
Initial-Level Performance	Advanced-Level Performance
Creates a classroom environment that is both emotionally and physically safe for all students.	Maintains a classroom environment that is both emotionally and physically safe for all students.

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

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

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.	Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.
4.2 Implements instruction based on diverse student needs and assessment data.	
Initial-Level Performance	Advanced-Level Performance
Implements instruction based on contextual information and assessment data.	Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.
4.3 Uses time effectively.	
Initial-Level Performance	Advanced-Level Performance
Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.	Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.
4.4 Uses space and materials effectively.	
Initial-Level Performance	Advanced-Level Performance
Uses classroom space and materials effectively to facilitate student learning.	Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.
4.5 Implements and manages instruction in ways that facilitate higher order thinking.	
Initial-Level Performance	Advanced-Level Performance
Instruction provides opportunity to promote higher-order thinking.	Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

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

5.1 Uses pre-assessments.	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.	Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.
5.2 Uses formative assessments.	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of formative assessments to determine each student's progress and guide instruction.	Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.
5.3 Uses summative assessments.	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of summative assessments to measure student achievement.	Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.
5.4 Describes, analyzes, and evaluates student performance data.	
Initial-Level Performance	Advanced-Level Performance
Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.	Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.
5.5 Communicates learning results to students and parents.	
Initial-Level Performance	Advanced-Level Performance
Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.	Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.
5.6 Allows opportunity for student self-assessment.	
Initial-Level Performance	Advanced-Level Performance
Promotes opportunities for students to engage in accurate self-assessment of learning.	Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.

STANDARD 6: THE TEACHER DEMONSTRATES THE 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.

6.1 Uses available technology to design and plan instruction.	
Initial-Level Performance	Advanced-Level Performance
Uses technology to design and plan instruction.	Uses appropriate technology to design and plan instruction that supports and extends learning of all students.
6.2 Uses available technology to implement instruction that facilitates student learning.	
Initial-Level Performance	Advanced-Level Performance
Uses technology to implement instruction that facilitates student learning.	Designs and implements research-based, technology-infused instructional strategies to support learning of all students.
6.3 Integrates student use of available technology into instruction.	
Initial-Level Performance	Advanced-Level Performance
Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.	Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.
6.4 Uses available technology to assess and communicate student learning.	
Initial-Level Performance	Advanced-Level Performance
Uses technology to assess and communicate student learning.	Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.
6.5 Demonstrates ethical and legal use of technology.	
Initial-Level Performance	Advanced-Level Performance
Ensures that personal use and student use of technology are ethical and legal.	Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

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

7.1 Uses data to reflect on and evaluate student learning.	
Initial-Level Performance	Advanced-Level Performance
Reflects on and accurately evaluates student learning using appropriate data.	Uses formative and summative performance data to determine the learning needs of all students.
7.2 Uses data to reflect on and evaluate instructional practice.	
Initial-Level Performance	Advanced-Level Performance
Reflects on and accurately evaluates instructional practice using appropriate data.	Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.
7.3 Uses data to reflect on and identify areas for professional growth.	
Initial-Level Performance	Advanced-Level Performance
Identifies areas for professional growth using appropriate data.	Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.

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 Identifies students whose learning could be enhanced by collaboration.

Initial-Level Performance	Advanced-Level Performance
Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.	Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.

8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.

Initial-Level Performance	Advanced-Level Performance
Designs a plan to enhance student learning that includes all parties in the collaborative effort.	Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.

8.3 Implements planned activities that enhance student learning and engage all parties.

Initial-Level Performance	Advanced-Level Performance
Implements planned activities that enhance student learning and engage all parties.	Explains how the collaboration to enhance student learning has been implemented.

8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

Initial-Level Performance	Advanced-Level Performance
Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.	Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

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

9.1 Self assesses performance relative to Kentucky's Teacher Standards.	
Initial-Level Performance	Advanced-Level Performance
Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.	Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	
Initial-Level Performance	Advanced-Level Performance
Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.
9.3 Designs a professional growth plan that addresses identified priorities.	
Initial-Level Performance	Advanced-Level Performance
Designs a clear, logical professional growth plan that addresses all priority areas.	Designs a clear, logical professional growth plan that addresses all priority areas.
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.	
Initial-Level Performance	Advanced-Level Performance
Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.	Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

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

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.

Initial-Level Performance	Advanced-Level Performance
Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.	Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.

10.2 Develops a plan for engaging in leadership activities.

Initial-Level Performance	Advanced-Level Performance
Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.	Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.

10.3 Implements a plan for engaging in leadership activities.

Initial-Level Performance	Advanced-Level Performance
Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.	Effectively implements the leadership work plan.

10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

Initial-Level Performance	Advanced-Level Performance
Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.	Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.

10.5 Performance of Duties.

Initial-Level Performance	Advanced-Level Performance
Performance of duties consistent with school, community goals and administrative regulations.	Performance of duties consistent with school, community goals and administrative regulations.

PRE-OBSERVATION FORM

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

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

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

Academic Expectations Targeted # _____ # _____ # _____ # _____

Major Lesson Content or (*Unit Study*) _____

Assessment of Lesson or (*Culminating Performance*) _____

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

Other comments/concerns: _____

Professional Growth (*Area of Concentration*) _____

Observee's Signature	Date	Observer's Signature	Date

DATA COLLECTION SUMMARY

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

Observee _____ Content Area Grade(s) _____

Observer _____ Position _____

Classroom Observation Information:

Date _____ Unit of Study/Lesson _____

Time _____ Academic Expectations (No.'s) _____

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

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

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

1.1 Communicates concepts, processes, and knowledge.

Initial-Level Performance	Advanced-Level Performance
Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.	Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.

1.2 Connects content to life experiences of student.	
Initial-Level Performance	Advanced-Level Performance
Effectively connects most content, procedures, and activities with relevant life experiences of students.	Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.	
Initial-Level Performance	Advanced-Level Performance
Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.	Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.
1.4 Guides students to understand content from various perspectives.	
Initial-Level Performance	Advanced-Level Performance
Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.	Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.
1.5 Identifies and addresses students' misconceptions of content.	
Initial-Level Performance	Advanced-Level Performance
Identifies misconceptions related to content and addresses them during planning and instruction.	Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.

STANDARD 2: THE TEACHER DESIGNS AND 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.

2.1 Develops significant objectives aligned with standards.

Initial-Level Performance	Advanced-Level Performance
States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.	Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities.

2.2 Uses contextual data to design instruction relevant to students.

Initial-Level Performance	Advanced-Level Performance
Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.	Plans and designs instruction that is based on significant contextual and pre-assessment data.

2.3 Plans assessments to guide instruction and measure learning objectives.

Initial-Level Performance	Advanced-Level Performance
Prepares assessments that measure student performance on each objective and help guide teaching.	Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.

2.4 Plans instructional strategies and activities that address learning objectives for all students.

Initial-Level Performance	Advanced-Level Performance
Aligns instructional strategies and activities with learning objectives for all students.	Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.

2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.

Initial-Level Performance	Advanced-Level Performance
Plans instructional strategies that include several levels of learning that require higher order thinking.	Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.

2.6 Performance of responsibilities and code of ethics.

Initial-Level Performance	Advanced-Level Performance
	Demonstrates punctuality and good attendance for all duties along with adhering to school board policies and code of ethics

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

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

3.1 Communicates high expectations.

Initial-Level Performance	Advanced-Level Performance
Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.	Consistently Sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.

3.2 Establishes a positive learning environment.

Initial-Level Performance	Advanced-Level Performance
Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	Maintains a fair, respectful, and productive classroom environment conducive to learning.

3.3 Values and supports student diversity and addresses individual needs.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of strategies and methods to supports student diversity by addressing individual needs.	Consistently uses appropriate and responsive instructional strategies that address the needs of all students.

3.4 Fosters mutual respect between teacher and students and among students.

Initial-Level Performance	Advanced-Level Performance
Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.	Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.

3.5 Provides a safe environment for learning.

Initial-Level Performance	Advanced-Level Performance
Creates a classroom environment that is both emotionally and physically safe for all students.	Maintains a classroom environment that is both emotionally and physically safe for all students.

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

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

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.	Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.

4.2 Implements instruction based on diverse student needs and assessment data.

Initial-Level Performance	Advanced-Level Performance
Implements instruction based on contextual information and assessment data.	Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.

4.3 Uses time effectively.

Initial-Level Performance	Advanced-Level Performance
Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.	Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.

4.4 Uses space and materials effectively.

Initial-Level Performance	Advanced-Level Performance
Uses classroom space and materials effectively to facilitate student learning.	Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.

4.5 Implements and manages instruction in ways that facilitate higher order thinking.

Initial-Level Performance	Advanced-Level Performance
Instruction provides opportunity to promote higher-order thinking.	Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

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

5.1 Uses pre-assessments.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.	Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.

5.2 Uses formative assessments.	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of formative assessments to determine each student's progress and guide instruction.	Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.
5.3 Uses summative assessments.	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of summative assessments to measure student achievement.	Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.
5.4 Describes, analyzes, and evaluates student performance data.	
Initial-Level Performance	Advanced-Level Performance
Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.	Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.
5.5 Communicates learning results to students and parents.	
Initial-Level Performance	Advanced-Level Performance
Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.	Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.

5.6 Allows opportunity for student self-assessment.	
Initial-Level Performance	Advanced-Level Performance
Promotes opportunities for students to engage in accurate self-assessment of learning.	Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.

STANDARD 6: THE TEACHER DEMONSTRATES THE 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.

6.1 Uses available technology to design and plan instruction.	
Initial-Level Performance	Advanced-Level Performance
Uses technology to design and plan instruction.	Uses appropriate technology to design and plan instruction that supports and extends learning of all students.

6.2 Uses available technology to implement instruction that facilitates student learning.	
Initial-Level Performance	Advanced-Level Performance
Uses technology to implement instruction that facilitates student learning.	Designs and implements research-based, technology-infused instructional strategies to support learning of all students.

6.3 Integrates student use of available technology into instruction.	
Initial-Level Performance	Advanced-Level Performance
Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.	Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.

6.4 Uses available technology to assess and communicate student learning.

Initial-Level Performance	Advanced-Level Performance
Uses technology to assess and communicate student learning.	Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.

6.5 Demonstrates ethical and legal use of technology.

Initial-Level Performance	Advanced-Level Performance
Ensures that personal use and student use of technology are ethical and legal.	Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

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

7.1 Uses data to reflect on and evaluate student learning.	
Initial-Level Performance	Advanced-Level Performance
Reflects on and accurately evaluates student learning using appropriate data.	Uses formative and summative performance data to determine the learning needs of all students.
7.2 Uses data to reflect on and evaluate instructional practice.	
Initial-Level Performance	Advanced-Level Performance
Reflects on and accurately evaluates instructional practice using appropriate data.	Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.
7.3 Uses data to reflect on and identify areas for professional growth.	
Initial-Level Performance	Advanced-Level Performance
Identifies areas for professional growth using appropriate data.	Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.

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 Identifies students whose learning could be enhanced by collaboration

Initial-Level Performance	Advanced-Level Performance
Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.	Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.

8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.

Initial-Level Performance	Advanced-Level Performance
Designs a plan to enhance student learning that includes all parties in the collaborative effort.	Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.

8.3 Implements planned activities that enhance student learning and engage all parties.

Initial-Level Performance	Advanced-Level Performance
Implements planned activities that enhance student learning and engage all parties.	Explains how the collaboration to enhance student learning has been implemented.

8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

Initial-Level Performance	Advanced-Level Performance
Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps	Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

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

9.1 Self assesses performance relative to Kentucky's Teacher Standards.

Initial-Level Performance	Advanced-Level Performance
Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.	Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.

Initial-Level Performance	Advanced-Level Performance
Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.

9.3 Designs a professional growth plan that addresses identified priorities.

Initial-Level Performance	Advanced-Level Performance
Designs a clear, logical professional growth plan that addresses all priority areas	Designs a clear, logical professional growth plan that addresses all priority areas.

9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

Initial-Level Performance	Advanced-Level Performance
Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.	Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

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

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.	
Initial-Level Performance	Advanced-Level Performance
Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.	Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.
10.2 Develops a plan for engaging in leadership activities.	
Initial-Level Performance	Advanced-Level Performance
Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.	Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.
10.3 Implements a plan for engaging in leadership activities.	
Initial-Level Performance	Advanced-Level Performance
Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.	Effectively implements the leadership work plan.
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.	
Initial-Level Performance	Advanced-Level Performance
Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.	Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.

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 Observations(s) 1st _____ 2nd _____

Date(s) of Conference(s) 1st _____ 2nd _____ Summative _____

<u>Teacher Standards:</u>	Ratings:		
	<u>Meets</u>	<u>Growth Needed</u>	<u>Does Not Meet</u>
1. Demonstrates Applied Content Knowledge	_____	_____	_____
2. Designs and Plans Instruction	_____	_____	_____
3. Creates and Maintains Learning Climate	_____	_____	_____
4. Implements and Manages Instruction	_____	_____	_____
5. Assesses and Communicates Learning Results	_____	_____	_____
6. Demonstrates Implementation of Technology	_____	_____	_____
7. Reflects On and Evaluates Teaching and Learning	_____	_____	_____
8. Collaborates with Colleagues/Parents/Community	_____	_____	_____
9. Evaluates Teaching and Implements Prof. Development	_____	_____	_____
10. Provides Leadership with School/Community/Profession	_____	_____	_____
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 _____ 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.*

2012 (11)

**Instructions for Completing
the
Individual Corrective Action Plan**

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

1. **Standard No.**

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

2. **Present Professional Development Stage**

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

O=Orientation/Awareness

A=Preparation/Application

I=Implementation/Management

R=Refinement/Impact

3. **Growth/Objective(s) Goals**

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

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

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

5. **Appraisal Method and Target Dates**

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

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

As stated in the district evaluation plan, multiple observations and conferences will be documented. Conferences to assist in improvement of weak areas will be documented.

The Individual Corrective Action Plan is developed when an evaluatee receives a “does not meet” rating(s) on the Summative Evaluation or at any time an immediate change is needed in practice or behavior.

INDIVIDUAL CORRECTIVE ACTION PLAN For

Date _____ Work Site _____

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

Evaluatee's Comments:

Evaluator's Comments:

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

***Professional Growth Plan Stages:**

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

**EVALUATION STANDARDS AND PERFORMANCE CRITERIA
FOR EDUCATION ADMINISTRATORS-2008 ISLLC STANDARDS**

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

Review the following standard titles and descriptions of each:

ISLLC Evaluation Standards for Education Administrators	
1. Vision	An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.
2. School Culture and Learning	An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. Management	An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaboration	An education leader promotes the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Integrity, Fairness, Ethics	An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
6. Political, Economic, Legal	An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
7. Guidance	An education leader promotes the success of every student by organizing and conducting parent involvement, maintaining records, assisting in ARC's, enrollment, scheduling and assisting in any other process involving student achievement.

Evaluation Standards and Performance Criteria for Education Administrators

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

Standard 1: Vision

An education leader promotes the success of every student by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.**

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

A.	Collaboratively develop and implement a shared vision and mission
B.	Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C.	Create and implement plans to achieve goals
D.	Promote continuous and sustainable improvement
E.	Monitor and evaluate progress and revise plans

Standard 2: School Culture and Learning

An education leader promotes the success of every student by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

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

A.	Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B.	Create a comprehensive, rigorous, and coherent curricular program
C.	Create a personalized and motivating learning environment for students
D.	Supervise instruction
E.	Develop assessment and accountability systems to monitor student progress
F.	Develop the instructional and leadership capacity of staff
G.	Maximize time spent on quality instruction
H.	Promote the use of the most effective and appropriate technologies to support teaching and learning
I.	Monitor and evaluate the impact of the instructional program

Standard 3: Management

An education leader promotes the success of every student by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

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

A.	Monitor and evaluate the management and operational systems
B.	Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C.	Promote and protect the welfare and safety of students and staff
D.	Develop the capacity for distributed leadership
E.	Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: Collaboration

An education leader promotes the success of all students by **collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.**

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

A.	Collect and analyze data and information pertinent to the educational environment
B.	Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
C.	Build and sustain positive relationships with families and caregivers
D.	Build and sustain productive relationships with community partners

Standard 5: Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting **with integrity, fairness, and in an ethical manner.**

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

A.	Ensure a system of accountability for every student's academic and social success
B.	Model principles of self-awareness, reflective practice, transparency, and ethical behavior
C.	Safeguard the values of democracy, equity, and diversity
D.	Consider and evaluate the potential moral and legal consequences of decision-making
E.	Promote social justice and ensure that individual student needs inform all aspects of schooling
F.	Demonstration of professional growth

Standard 6: Political, Economic, Legal

An education leader promotes the success of every student by **understanding, responding to, and influencing the political, social, economic, legal, and cultural context.**

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

A.	Advocate for children, families, and caregivers
B.	Act to influence local, district, state, and national decisions affecting student learning
C.	Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Standard 7: Guidance

An education leader promotes the success of every student by

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

A.	Conducts and Organizes Parent Involvement and Informational Workshops
B.	Process and keep students records current
C.	Assist with referral process and serve on ARC as needed
D.	Assist with scheduling and enrollment of students
E.	Conduct one-on-one and small group guidance sessions
F.	Assist with communication between school and parents/guardians
G.	Assist students in process of working toward post secondary education

SUMMATIVE CONFERENCING FORM
Education Administrators
ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN
SUMMATIVE EVALUATION

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

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Position _____

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

Standards/Performance Criteria

1: Vision <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
A. Collaboratively developing and implementing a shared vision and mission				
B. Collecting and using data to identify goals, assess organizational effectiveness, and promote organizational learning				
C. Creating and implementing plans to achieve goals				
D. Promoting continuous and sustainable improvement				
E. Monitoring and evaluating progress and revising plans				
Overall rating for Summative Evaluation Form				

SUMMATIVE CONFERENCING FORM
Education Administrators

2: School Culture and Learning <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
A. Nurtures and sustains a culture of collaboration, trust, learning and high expectations				
B. Creates a comprehensive, rigorous, and coherent curricular program				
C. Creates a personalized and motivating learning environment for students				
D. Supervises instruction				
E. Develops assessment and accountability systems to monitor student progress				
F. Develops the instructional and leadership capacity of staff				
G. Maximizes time spent on quality instruction				
H. Promotes the use of the most effective and appropriate technologies to support teaching and learning				
I. Monitors and evaluates the impact of the instructional program				
Overall rating for Summative Evaluation Form				

3: Management <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
A. Monitors and evaluates the management and operational systems				
B. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources				
C. Promotes and protects the welfare and safety of students and staff				
D. Develops the capacity for distributed leadership				
E. Ensures teacher and organizational time is focused to support quality instruction and student learning				
Overall rating for Summative Evaluation Form				

SUMMATIVE CONFERENCING FORM
Education Administrators

4: Collaboration <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
A. Collects and analyzes data and information pertinent to the educational environment				
B. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources				
C. Builds and sustains positive relationships with families and caregivers				
D. Builds and sustains productive relationships with community partners				
Overall rating for Summative Evaluation Form				

5: Integrity, Fairness, Ethics <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
A. Ensures a system of accountability for every student's academic and social success				
B. Models principles of self-awareness, reflective practice, transparency, and ethical behavior				
C. Safeguards the values of democracy, equality, and diversity				
D. Considers and evaluates the potential, moral and legal consequences of decision-making				
E. Promotes social justice and ensures that individual student needs inform all aspects of schooling				
F. Demonstration of professional growth				
Overall rating for Summative Evaluation Form				

SUMMATIVE CONFERENCING FORM
Education Administrators

6: Political, Economic, Legal <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
A. Advocates for children, families, and caregivers				
B. Acts to influence local, district, state, and national decisions affecting student learning				
C. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies				
Overall rating for Summative Evaluation Form				

7: Guidance <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
A. Conducts and Organizes Parent Involvement and Informational Workshops				
B. Process and keep students records current				
C. Assist with referral process and serve on ARC as needed				
D. Assist with scheduling and enrollment of students				
E. Conduct one-on-one and small group guidance sessions				
F. Assist with communication between school and parent/guardians				
G. Assist students in process of working toward post secondary education				
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.

Submitted Electronically

As Superintendent of the Mayfield Independent school district, I declare that all the schools in our district (including private schools receiving funding from our district) are in compliance with all of the assurances listed in the Assurances document. These assurances were approved at a regular meeting of the Mayfield Board of Education on June 30, 2009. The approval is contained in the Board minutes that are available for review at the district's central office. All pertinent information related to these assurances is available for review at the district's central office."

Here is the second page of the form that I left out of Mayfield Independent's packet when I mailed it yesterday. I am also including some corrections that I made on page 52 of the packet. Please replace page 52 you receive in the packet with the one included in this fax. Sorry for inconvenience. Thanks and if you need anything the best way to get in touch with me is on my cell phone. (270) 705-8767.

Joey Henderson