McCreary County School System

Handbook of Evaluation Procedures for Certified Personnel

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CERTIFIED PERSONNEL EVALUATION PLAN

DISTRICT: MC CREARY COUNTY MAY 15, 2001

ADDRESS: HC 69 B0X 24 STEARNS, KY. 42647

SUPERINTENDENT: RAY BALL

CONTACT PERSON: TED CASH, SUPERVISOR OF INSTRUCTION

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EVALUATION REVIEW COMMITTEE AND POSITION

ADMINISTRATORS	TEACHERS
TED CASH, SUPERVISOR	LISA GILREATH, TEACHER
LARRY TAYLOR, ASSIST. SUPT.	STUART MANNING, TEACHER
RENEE DIAMOND, PRINCIPAL	MARC TAYLOR, TEACHER

THE MC CREARY COUNTY BOARD OF EDUCATION DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, SEX, NATIONAL ORIGIN, AGE, OR DISABILITY IN EMPLOYMENT OR THE PROVISION OF SERVICES.

ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The local district hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee appointed by the District's Superintendent of Education and composed of an equal number of teachers and administrators.

All certified personnel will be oriented annually to the evaluation process and criteria for evaluation 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 that shall be aligned with school and/or district professional development goals and comply with requirement 704 KAR 3:345.

All administrators, to include the superintendent, and certified teachers will be evaluated annually.

All certified staff will be evaluated a minimum of two times annually.

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

All monitoring and observations will be with the full knowledge of the teacher/administrator and will include both formative and summative procedures.

Each person evaluated will have both formative and summative conferences with the evaluator regarding their performances.

Each evaluatee shall be given a copy of their summative evaluation and same shall be filed in their personal records.

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

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 annually and any substantive revisions will be submitted to the Department of Education.

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

_____ _____/_____/_____
Signature of Superintendent Date

_____ _____/_____/_____
Signature of Chairperson, Board of Education Date

MC CREARY COUNTY SCHOOLS
CERTIFIED PERSONNEL EVALUATION CYCLE

Performance Criteria
For Administrators and Teachers

Teachers/Administrators not Meeting District Standards on Summative

↓

Intensive Assistance Growth Plan

Standards Met

↓

Standards Not Met

↓

Intensive Support Team

↓

Standards Met | **Standards Not Met**

↓

↓

↓

↓

↓

Termination

Teachers/Administrators meeting district standards on summative. ↓

STEP 1
Review of performance criteria and identification of needs or areas for individual professional growth plan. ↓

STEP 2
Finalize Objectives and Individual Professional Growth Plan (Developed by Supervisor and employee) ↓

STEP 3
Complete Formative Observations ↓

STEP 4
Summative Process Completed. Teachers And principal will jointly develop a professional growth plan using the data obtained in this process. (Growth plan for the next school year.

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Purpose of Evaluation

The prime purpose of evaluation is to review the quality of performance of the individual and thereby provide methods for achieving a higher level of service for those whom the school serves.

KRS 156. 010, Section 5

As a means of improving the educational productivity of Kentucky's public school, of providing a method by which citizens of the Commonwealth can be assured of measures of accountability of the performance of certified school employees, and of providing encouragement and incentives for certified school employees to improve their performance, the State Board for Elementary and Secondary Education shall establish a statewide program for improving the performance of all certified school personnel, including instructional leaders.

WHO SHALL BE EVALUATED
All employees required to hold a certificate, issued by the state certification board, in order to perform their functions are to be evaluated, to include:

- **all administrators, including superintendent**
-
- **all tenured certified school employees**
-
- **all non-tenured certified school employees**

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FREQUENCY OF EVALUATION

The following table shows the frequency of evaluations.

STATUS	FREQUENCY
ALL CERTIFIED STAFF	Evaluated annually with multiple observations.
ADMINISTRATORS	Evaluated annually with multiple observations.
SUPERINTENDENT	Annually

EVALUATION TIMETABLE FOR ADMINISTRATORS AND CERTIFIED STAFF

Step 1.	Review of Individual Growth Plan developed during last year's summative conference.	SEPT. 15
Step 2.	Finalize Individual Growth Plan (Developed by Supervisor and employee)	Oct. 15
Step 3	Complete formative observations. (Multiple)	April 1
Step 4	Summative Process Completed. Teachers and principal will jointly develop a growth Plan using the data obtained in the process. (Growth Plan for the next year)	April 15

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EVALUATIONS

All certified staff will be oriented to the evaluation process and criteria for evaluation prior to the implementation of the plan.

The documentation for teachers serving in the Kentucky Teacher Internship Program will serve as the personnel evaluation for that time period. The TC 12/VOC 12 form will be filed in the teacher personnel records as the summative conference.

WHO WILL MAKE EVALUATIONS

Principals will evaluate certified staff directly assigned to their school with the exception of itinerant teachers. The superintendent will assign the evaluator of itinerant teachers.
The superintendent will evaluate all supervisors, directors and coordinators of district-wide services. The Board of Education will evaluate the Superintendent.

All evaluators will be trained as prescribed by Kentucky school law.

HOW EVALUATIONS WILL BE MADE

Evaluations will consist of:

(a) in-depth assessments of the extent of attainment of specific objectives, and
(b) **General assessments of effectiveness in the major areas of responsibility**.

EVALUATOR FOLDER

It is recommended that both the evaluatee and the evaluator set up an evaluation folder in which will be kept the following:

Form 1	**Objectives/Individual Professional Growth Plan**
Form 2	**Observations and other data, all other documentation, notes or information that may have a bearing upon the evaluation process.**
Form 3	**Formative Conference Forms (Post-Observation Conference)**
Form 4	**Summative Conference Form**

The above items will constitute the basic information, which will be used to complete the Summative Evaluation Report. The evaluation folder makes it possible to keep all evaluation data in good order.

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THE EVALUATION PROCESS

In order that those who will be involved in the evaluation process may understand what is involved in each phase of the program, the following detailed explanations are provided.

STEP 1 REVIEW PERFORMANCE CRITERIA/DESCRIPTORS. IDENTIFY NEEDS OR AREAS TO EMPHASIZE

Performance criteria are descriptors of duties and responsibilities used in the overall assessment. Review the performance criteria to determine if there are areas that pinpoint a need where professional growth is needed. Consultation with your evaluator is suggested.

STEP 2 FINALIZE OBJECTIVES AND PROFESSIONAL GROWTH PLAN
Form 1

Developing well-designed, relevant objectives and growth plans area a critical part of the evaluation process. Specific objectives indicate what is to be done to improve some aspect of your work or to bring improved achievement in your students.

In deciding your criteria to include in your PGP, be guided by the following questions:

1. **Are your objectives challenging?**
2. **Are they realistic?**
3. **Are they reasonably measurable?**

STEP 3 IMPLEMENTATION WITH FORMAL/INFORMAL
Form 2 OBSERVATIONS

After you and your evaluator have agreed upon objectives and the PGP, the implementation process has begun. Implementation plans should include:

1. **Ways you and your evaluator will work together.**
2. **How and when observations and conferences will be conducted.**
3. **Kinds of evaluative information that will be collected.**
4. **Kinds of help you will expect from your evaluator or district personnel.**

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In order to provide a record of contacts evalutee and evaluator, a CLASSROOM OBSERVATION form is to be used along with other data to support the formative evaluation process.

It is vital that the lines of communication be kept open between you and the evaluator in all phases of the evaluation process. The emphasis should be upon the achievement of the most favorable results possible.

STEP 4 HOLD FORMATIVE CONFERENCE/S
Form 3

The formative conference, required within one work week of each observation, is to check up on how things are going. The conference reports will be helpful in deciding if modifications should be made in the objectives or the IGP.

If new situations or conditions have arisen that may have made some of the objectives or growth plan activities less relevant, the formative conference will provide an opportunity to make necessary changes. It may be desirable to add or delete one or more objectives. The important thing to remember is that the emphasis needs to be on what should be done to assure the most successful year possible from the point of view of the evaluatee as well as the school system.

If satisfactory progress is being made and the IGP is still relevant to needs and few modifications, if any, will be called for.

STEP 5 MAKES ASSESSMENT
Form 4

The evaluator reviews the collected data and assesses evaluatee's progress on the Professional Growth Plan and completes the Summative Conference form.

There are three aspects of the assessment process:

1. **Assessment of extent to which PGP is achieved. This includes self-assessment by the evaluatee and well as assessment by the primary evaluator.**
2. **Assessment of classroom performance as documented by classroom observation/s and other collected data.**
3. **Assessment of overall performance in the major areas of responsibility. This assessment is made by the primary evaluator by the following criteria.**

RATING SCALE: ASSIGN (M) Met, (NI) Needs Improvement, (NM) Not Met (NO) Not Observed with (M) Meeting District Standards

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STEP 6 SUMMATIVE CONFERENCE
Review of all documentation.

The culminating conference is the occasion when evaluatee and evaluator compare assessments, discuss their implications, and make plans for the next evaluation cycle.

No special effort should be made to reach consensus on assessments as to the extent to which the objectives were achieved. All that is necessary is that the assessment best reflect what actually took place.

Evaluator and Evaluatee may enter comments, which should be signed and dated.

The evaluator shall make a judgment as to whether or not the evaluatee met district standards as written in Step 4.

If District Standards are met, the evaluatee and the evaluator will initiate a new Professional Growth Plan or revise the current one, to begin the cycle anew.

If District Standards are not met by a tenured teacher the evaluatee and the evaluator may initiate an Assistance Growth Plan and documentation toward achievement of that plan will be maintained.

APPEALS: If the evaluatee is in disagreement with the evaluation and/or evaluation process, she/he may appeal according to guidelines outlined in this handbook.

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ASSISTANCE PLAN

Steps in development of an Assistance Growth Plan……

1. **Determine the performance area for growth using one or more of the following: evaluation data, consolidated plan/ school/district goals, other goals.**

2. **Clearly address the criteria to be addressed.**

3. **Utilizing descriptors- develop the growth objective.**

4. **Identify present stage of development.**

5. **Determine Activities/Procedures.**

6. **Evaluator takes an active role in Activities and Appraisal Dates.**

7. **If necessary- A team may be requested to provide assistance to proficiency.**

CERTIFIED PERSONNEL EVALUATION OVERVIEW

Each employee of the system is required to have an individual professional growth plan which may be either for enrichment or assistance. An INDIVIDUAL PROFESSIONAL GROWTH PLAN is used for employees that meet district standards to develop enrichment type activities, training and the opportunity to pursue these goals at various levels of experience.
An ASSISTANCE GROWTH PLAN is in place to provide the employee with the additional assistance and supervision to help them make the necessary changes in their performance to meet district standards. After an employee is on an assistance plan for a minimum of one semester, that employee is allowed time to improve their performance, and demonstrate that the standard has been attained.

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The evaluator will provide reasonable assistance, resources, and opportunity for the employee to grow professionally and reach the district standard. From time to time an employee may be unable to improve or choose not to improve his/her performance. After observations and the implementation of an Assistance Growth Plan that has made little or no difference in the employees' reaching district standards, the evaluator must make a decision. It is at this time that an evaluator may choose to have the help of an intensive support team to work with the employee.

THE FOLLOWING STEPS WOULD TAKE PLACE
The evaluator would conference with the employee and indicate the decision to bring in an intensive support team.
The intensive support team will be appointed by the superintendent.
The evaluator will contact the superintendent to appoint an intensive support team.
The Evaluator/Employee and intensive support team will meet to discuss the assistance process.
Each meeting of the team is documented in summary format with recommendations. If the employee, in the judgment of the evaluator makes progress with the team's assistance, then the summative evaluation is completed and the summative conference occurs. The employee is then back on an enrichment plan or assistance plan as determined by the evaluator.
When there is no improvement in the performance toward meeting the standard even with the help of an intensive support team, then the evaluator must take the necessary steps toward termination of said employee.

The purpose of the INTENSIVE SUPPORT TEAM is to provide the employee every opportunity to attain the standards of performance of the district. ANY EMPLOYEE, teacher or administrator, should understand that the request for an assistance team is the districts' last attempt to salvage the career of the employee and that if the standards are not attained the employee is subject to termination.

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ASSISTANCE TEAM LOG OF ACTIVITIES

TEACHER_____

DATE OF MEETING _____

PERSONS PRESENT

_____
_____
_____
_____

SUMMARY OF MEETING:

RECOMMENDATIONS:

NEXT MEETING: _____

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EMPLOYEE ASSISTANCE RECORD

OBSERVATION	DATE	DATE	DATE	DATE
PGP DEVELOPED				
REQUEST FOR ASSISTANCE				
ASSISTANCE TEAM SELECTED				
PRINCIPAL/SUPERVISOR/TEACHER MEETING TO EXPLAIN ASSISTANCE				
1ST MEETING OF ASSISTANCE TEAM				
2ND MEETING OF ASSISTNCE TEAM				
3RD MEETING OF ASSISTNCE TEAM				
4TH MEETING OF ASSISTANCE TEAM				
SUMMATIVE EVALUATION				
Conference with superintendent and/or attorney				
Summative Conference with employee				
Termination Letter (if necessary)				

Signatures:

Principal_____
Team Members_____

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CERTIFIED PERSONNEL EVALUATION APPEALS

Evaluation Review

Evaluation of professional performance, as described in this evaluation process, is not adversary in nature. However, if at the conclusion of the evaluation process, the evaluatee believes the summative assessments are (a) inaccurate (b) unfair, or (c) the evaluation procedures were abridged in some manner, he/she shall have the right to request a hearing before the Evaluation Appeals Panel as stated in 704 KAR 3:345, Section 7, as follows:

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

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

(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.

1. The evaluation shall notify the chairperson of the Evaluation Appeals Panel, in writing, of his/her desire to appeal an evaluation within 16 working days of summative appeals.

2. The chairperson of the appeals panel shall inform the evaluatee of the procedural guidelines for appeals.

PROCEDURAL GUIDELINES FOR LOCAL APPEALS PANEL HEARING

The purposes of this hearing are to determine if the evaluation plan process and guidelines have been followed and/or to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

1. **The Chairperson shall request from the evaluatee and the evaluator three (3) copies of the documentation to be reviewed by the appeals panel in the presence of all three members. All documentation will be locked in a secure place in the central office except during appeals panel meetings. Confidentially will be maintained. Copies of the documentation will be available to both parties prior to the hearings.**
2. **The panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the chair and set time and place of the hearing. Additional questions may be posed by panel members during the hearing.**

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3. **The hearing will be held at a time and place set by the panel. The evaluatee and evaluator will be notified of said time and invited to appear before the panel, respond to the appeal and to answer questions from the panel.**
4. **Evaluatee has the right to presence of a chosen representative.**
5. **For official records the hearing will be audio taped. A copy will be provided to both parties, if requested in writing.**
6. **Only panel members, the evaluatee and the evaluator, and chosen representative will be present at the hearing.**
7. **Witnesses may be presented, but will be called in one at a time and will not be allowed to observe the proceedings.**
8. **The following procedures will be followed during the hearing:**
   a. **Chairperson will convene hearing, cover procedures, and clarify the responsibility of the panel.**
   b. **Each party will be allowed to make a statement of claim. The evaluatee will begin.**
   c. **The panel may question the evaluatee and the evaluator.**
   d. **Each party will be asked to make closing remarks.**
   e. **The chairperson of the panel will make closing remarks.**
9. **The panel will deliberate and issue its written findings within ten working days of the hearing.**
10. **The decision of the panel may include, but not limited to, upholding all parts of the evaluation of parts of it, directing another evaluator to observe, directing the summative be removed from the personnel file and/ or a copy of written findings from panel placed in the file.**
11. **The written findings and decision will be presented to each the evaluatee, evaluator, and the superintendent for appropriate action.**
12. **Any certified employee who feels that the local district is not implementing the evaluation plan according to the way it was approved by the State Board for Elementary and Secondary Education shall have the opportunity to appeal to that body as outlined in 704 KAR 3:345.**

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MEMBERSHIP OF LOCAL EVALUATION APPEALS PANEL
For Certified Personnel

The following procedures are adopted for the purpose of establishing an Evaluation Appeals Panel as required by KRS 156.101(11). The panel shall consist of three (3) members and alternates.

Two panel members shall be elected by the certified staff. The McCreary County Board of Education shall appoint one certified employee to the panel.

A. Membership

1. **The school board shall designate one certified employee to serve as Coordinator of Certified Personnel Evaluation who shall coordinate nominations for and elections to the Evaluation Appeals Panel (hereafter referred to as "the Panel").**
2. **Certified employees who volunteer to stand for election to the Panel shall submit their names to the coordinator.**
3. **Each school employees to serve on the Panel and those nominations shall be submitted to the coordinator who shall ensure that the persons nominated are willing to serve on the panel, if elected. If the nominations declines, his or her name shall not be placed on the ballot.**
4. **The coordinator shall prepare and distribute a ballot listing the names of the volunteers and nominees to each certified employee in the school district.**
5. **Certified employees may votes for TWO of the names appearing on the ballot.**
6. **Ballots shall be collected and counted by two certified as designated by the principal of each school. The tally sheet, showing the results and the ballots shall be forwarded to the coordinator. Ballots shall be kept on file in the coordinator's office for at least two years and shall be available for inspection by certified employees.**
7. **The coordinator shall combine the votes from each year and tally sheets shall be kept on file for two years.**
8. **The two candidates receiving the largest number of votes shall be names to the Panel.**
9. **All other candidates shall serve as alternates in rank order of largest to smallest number of votes received. Alternate members shall serve on the Panel to replace members who are unable to serve because of illness,**

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disability or other leave of absence from his/her certified position or because of disqualification. (see Disqualification of Membership)

10. **The board of education shall appoint a certified employee as the third member of the Panel and an alternate for that third member.**
11. **The three panel members shall elect a chairperson at the first meeting of the Panel during the year. The names of the chairperson, the other two members and the alternates shall be posted conspicuously in each school.**

B. Term

1. **Terms shall be for two (2) years to run consecutively from July 1 to June 30.**
2. **Members shall be allowed to be reapointed or reelected following membership guidelines.**

C. Jurisdiction

1. **The Panel shall hear all appeals from certified employees who feel they were not fairly evaluated.**
2. **Appeal may be taken from evaluative activity that occurred within the time period from one summative evaluation to the next.**

D. Disqualification of Membership

a. **No member of the Panel shall serve on any appeal in which he/she was the evaluator.**
b. **No Panel member shall serve on any appeal brought by member's immediate family. Immediate family means: spouse, son/daughter, father/mother, brother/sister, and respective in-laws.**
c. **A Panel member may be disqualified with presentation of supporting evidence that could prevent an unbiased decision. Disqualification to be ruled by majority of panel members.**
d. **Disqualified panel members will be replaced by alternates in rank order of votes received; appointed member by appointed alternate.**

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Appendix A
KRS 156.101 and 704 KAR 3:345

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.

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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.

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(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.

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(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.)

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APPENDIX B
TEACHER PERFORMANCE STANDARDS

24

Teacher Performance Based Evaluation Criteria

I. Instructional Process

The teacher

A. Demonstrates preparation for classroom instruction.
B. Demonstrates knowledge of curriculum initiatives and subject matter.
C. Designs instruction that addresses multiple abilities of student performance.
D. Implements effective research-based teaching techniques.
E. Utilizes comprehensive and varied resources for teaching/learning activities.
F. Teaches to KERA learning goals and learner outcomes.
G. Promotes high expectations for students.
H. Incorporates performance based assessment into instruction.

II. Classroom Management

The teacher

A. Creates a learning climate that supports student learning outcomes.
B. Establishes and maintains standards of mutually respectful behavior.

III. Interpersonal Relationships

The teacher

A. Demonstrates positive interpersonal relations with students.
B. Demonstrates positive interpersonal relations with educational staff.
C. Demonstrates positive interpersonal relations with parents/patrons.

IV. Professional Responsibilities

The teacher

A. Demonstrates a commitment to professional growth.
B. Follows the policies and procedures of the school district.
C. Assumes responsibilities outside the classroom as related to the school.
D. Demonstrates teaching consistent with the mission to which school / council / district are committed.

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Technology Standards

V. 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.

a. **Operates a multimedia computer and peripherals to install and use a variety of software**
b. **Uses terminology related to computers and technology appropriately in written and verbal communication.**
c. **Demonstrates knowledge of the use of technology in business, industry, and society.**
d. **Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations**
e. **Creates multimedia presentations using scanners, digital cameras, and video cameras.**
f. **Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.**
g. **Uses the computer and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.**
h. **Designs lessons that use technology to address diverse student needs and learning styles.**
i. **Practices equitable and legal use of computers and technology in professional activities.**
j. **Facilitates the lifelong learning of self and others through the use of technology.**
k. **Explores, uses, and evaluates technology resources: software, applications, and related documentation.**
l. **Applies research-based instructional practices that use computers and other technology.**
m. **Uses computers and other technology for individual, small group, and large group learning activities.**
n. **Requests and uses appropriate assistive and adaptive devices for students with special needs.**
o. **Uses technology to support multiple assessments of student learning.**
p. **Instructs and supervises students in the ethical and legal use of technology**.

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Criteria with Descriptors

I. Instructional Process

The teacher

A. **Demonstrates preparation for classroom instruction. Uses knowledge of students to design educational experiences. Has materials readily available for teaching and learning. Prepares units and lessons in the clear, logical and sequential format. Incorporates into daily planning the content from previous levels to ensure continuity and sequencing.**

B. **Demonstrates knowledge of curriculum initiatives and subject matter. Selects and presents subject matter, which is accurate and appropriate for the objectives and learner outcomes. Selects and presents subject matter, which is appropriate to the abilities and interests of the students. Displays sufficient content knowledge to address student inquiries.**

C. **Designs instruction that addresses, if appropriate, students' physical, emotional and intellectual needs on an on-going informal basis.**
Considers grouping of students for each instructional activity in a manner which best assists the learning process.
Uses a variety of questioning levels effectively.
Provides support materials coordinated with learning goals and developmental levels of children.
Maximizes student involvement through a variety of activities.
Provides activities and / or solicits help for remediation and enrichment.
Re-teaches if formal or informal assessment results indicate reteaching is appropriate.

D. **Implements effective research-based teaching techniques. Provides for individual and group instruction. Employs a variety of techniques and activities, e.g. demonstrations, experimentation's, lecturing, modeling, multisensory approaches, levels of questioning, role-playing and self-teaching. Establishes set for the lesson. Monitors student understanding of the lesson. Modifies lesson plans and teaching techniques, as the learning situation requires. Uses a**

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variety of techniques to assess student understanding. Summarizes effectively.

E. **Utilizes comprehensive and varied resources for teaching/learning activities. Uses instructional materials, e.g., speakers, magazines, newspapers, films, multimedia, etc. Uses multisensory resources, e.g., tactile, visual, auditory. Locates, develops, and uses effective supplementary materials. Maximizes the use of instructional / learning time.**

F. **Teaches to KERA learning goals and learner outcomes. Is aware of district objectives for the content area. Prepares units and presents lessons that reflect the learner outcomes and the application of learning goals. Communicates learning objectives to students. Incorporates activities, which require application of objectives. Evaluates formally and informally student progress.**

G. **Promotes high expectations for students. Communicates challenging scholastic expectations in a clear, positive, continuous manner. Models and communicates social and behavioral standards. Develops lesson that challenges the students' skills.**

H. **Incorporates performance-based assessment into instruction. Returns test results as quickly as possible. Plans pre-assessment to determine learner performance levels. Uses various techniques for on-going evaluation and feedback. Assesses what has been taught. Provides students with the opportunity to meet with success. Provides written and / or oral comments regarding student progress. Make necessary reports of pupil performance. Maintains clear, satisfactory, records of student performance.**

II. Classroom Management

The teacher

A. **Creates a learning climate that supports student learning outcomes. Establishes classroom procedures, which are fair and appropriate. Communicates classroom procedures clearly. Assesses and is open to adjusting the learning environment. Applies classroom procedures consistently and appropriately. Promotes a classroom atmosphere conducive to good health and safety. Maintains the classroom and a functional, attractive, and orderly environment.**

B. **Establishes and maintains standards of mutually respectful behavior. Reinforces appropriate behavior. Uses techniques, e.g., social approval, content activities, punishment, keeps students on task, ect.**

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To maintain behavior and promote self-discipline policies, administrative regulation, and statutes.

III. Interpersonal Relationships

The teacher

A. **Demonstrates positive interpersonal relations with students. Promotes positive self-image in students. Interacts with student in a respectful and friendly manner. Is reasonably available to students. Interacts with students at school functions. Gives praise and constructive criticism. Makes an effort to know each student as an individual. Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups. Uses discretion in handling confidential information and difficult situations. Acknowledges the rights of others to hold differing views or values. Uses and appreciates humor in proper perspective.**

B. **Demonstrates positive interpersonal relations with educational staff. Works cooperatively with colleagues, e.g., other teachers, support staff, administrators. Shares ideas, materials, and methods with other teachers. Interacts with colleagues in a respectful and friendly manner. Acknowledges the rights of others to hold differing views and values. Uses discretion in handling confidential information and difficult situations.**

C. **Demonstrates positive interpersonal relations with parents / patrons. Cooperates with parents in the best interest of the students. Provides channels of communication between teacher and parent. Supports and participates in parent / teacher activities. Promotes parent / patron involvement with the school. Initiates communication with parents / patrons. Provides a climate which fosters communication between teacher and parents / patrons. Uses discretion in handling confidential information and difficult situations. Acknowledges the rights of others to hold differing views or values. Uses and appreciates humor in proper perspective. Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.**

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IV. Professional Responsibilities

The teacher

A. **Demonstrates a commitment to professional growth. Participates in professional activities, e.g., professional organizations, coursework, workshops, conferences. Keeps abreast of developments in the teaching field and issues related to education. Utilizes knowledge and skill obtained from professional growth experiences. Works cooperatively to develop and implement an individual professional growth plan.**

B. **Follows the policies and procedures of the school district. Remains informed regarding policies and procedures applicable to his / her position. Works cooperatively to implement policies and procedures. Selects appropriate channels for resolving concerns / problems. Meets scheduled obligations promptly, e.g., punctuality, returning reports and information promptly, etc. Provides data in an accurate and timely manner to the school and district as requested for management purposes.**

C. **Assumes responsibilities outside the classroom as related to school. Assumes necessary non-instructional responsibilities, required meetings and activities. Exercises responsibility for student management throughout the campus, hallway, cafeteria, and playground duties.**

D. **Demonstrates teaching consistent with the missions to which school / council / district are committed. Uses interdisciplinary units / references. Uses technology to facilitate student learning. Writes and implements thematic units. Participates on committees to address school / council goals. Uses methods demonstrated in district KERA professional development.**

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Technology Standards

VI. 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.

a. **Operates a multimedia computer and peripherals to install and use a variety of software**
b. **Uses terminology related to computers and technology appropriately in written and verbal communication.**
c. **Demonstrates knowledge of the use of technology in business, industry, and society.**
d. **Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations**
e. **Creates multimedia presentations using scanners, digital cameras, and video cameras.**
f. **Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.**
g. **Uses the computer and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.**
h. **Designs lessons that use technology to address diverse student needs and learning styles.**
i. **Practices equitable and legal use of computers and technology in professional activities.**
j. **Facilitates the lifelong learning of self and others through the use of technology.**
k. **Explores, uses, and evaluates technology resources: software, applications, and related documentation.**
l. **Applies research-based instructional practices that use computers and other technology.**
m. **Uses computers and other technology for individual, small group, and large group learning activities.**
n. **Requests and uses appropriate assistive and adaptive devices for students with special needs.**
o. **Uses technology to support multiple assessments of student learning.**
p. **Instructs and supervises students in the ethical and legal use of technology**.

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Librarians and Media Specialists
Performance Areas, Criteria and Descriptors

I. <u>Management and Administration of the Library / Media Center</u>

The Library / Media Specialist

A. Recognize the critical role of information retrieval in the future education.ce

1. **Makes long-range plans which guides the development of the library / media center.**
2. **Encourages the use of the technologies.**

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

1. **Develops and implements policies and procedures for the operation of the library / media center.**
2. **Uses initiative to promote the flexible use of the library /media center by individuals, small groups and large groups for research, browsing recreational reading, viewing or listening.**
3. **Arranges and uses spaces and facilities in the library / media center to support the objective of the instructional programs, providing areas for various types of activities.**
4. **Communicates health and safety needs of the library / media center to the communications authorities.**
5. **Assumes responsibility for proper use and care of library / media center facilities, materials, and equipment.**

C. Manages student behavior in a constructive manner.

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

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

1. **Uses a district-approved selection policy based on sate guidelines (e.g., Learning Resources, Department of Elementary and Secondary Education. 1975, page 48.)**
2. **Selects materials and equipment, which supports the curriculum and promote the school's educational philosophy.**
3. **Uses approved business procedures for ordering and receiving materials and equipment.**

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4. **Classifies, catalogs, processes, and organizes for circulation the educational media and equipment according to professional standards established by AASL, state and local sources.**
5. **Uses clearly stated circulation procedures.**
6. **Informs staff and students of new materials and equipment.**
7. **Established and / or follows procedures for maintenance and repair of media equipment.**
8. **Periodically weeds and reevaluates the collection to assure a current. Attractive and well-balanced collection.**
9. **Assists in production of materials as feasible.**

E. **Prepares statistical records and reports needed to administer the library / media center.**
   1. **Maintains a current inventory of holdings to assure accurate records.**
   2. **Prepares and submits to administrators such reports as are needed to promote short-term and long-term goals of the library / media center.**
   3. **Prepares and submits reports to other officials as requested.**

F. **Trains and supervises library / media center personnel to perform duties efficiently.**
   1. **Trains and supervises clerks, aides, student assistants, and / or adult volunteers in clerical tasks.**
   2. **Trains and supervises library / media personnel to circulate materials and equipment.**
   3. **Trains and supervises library / media personnel to assist students and staff in the use of the library / media center.**

G. **Administers budgets according to needs and objectives of the library / media center with administrative guidelines.**
   1. **Submits budget proposals based on needs and objectives of the library / media center.**
   2. **Plan expenditures of allocated funds to meet short-term and long-term goals.**
   3. **Keeps accurate records of all disbursements for the library / media center.**

H. **Evaluates library / media center programs, services, facilities, and materials to assure optimum use.**
   1. **Evaluates programs, services, facilities, and materials informally and formally on a continuous basis, identifying strengths and weaknesses.**
   2. **Provides periodically for evaluation by faculty and student.**
   3. **Develops plans for making changes based on evaluations.**

I. **Uses time effectively, efficiently, and professionally.**
   1. **Produces demands on time to provide maximum support of library / Media center programs and services.**

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2. **Streamlines or eliminates time-consuming or nonessential routines when possible, without lowering the quality of programs and services.**

2. <u>Instructional Process</u>

The Librarian / Media Specialist

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

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

B. Plans and implements the library / media center program of library / media skills.

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

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

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

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D. Supports classroom teachers in their instructional units.

1. **Provides a wide variety of resources and supplementary materials.**
2. **Assists in choosing and collecting appropriate materials.**
3. **Cooperatively plans and teaches content appropriate to library / media center objectives.**
4. **Cooperates with teachers in designing and implementing a functional study skills program.**

E. Provides resources of professional growth to faculty and staff.

1. **Identifies and encourages use of materials from the library / media center and professional library.**
2. **Informs staff of new materials, equipment, and research in which they have special interest.**
3. **Suggests resources outside of the library / media center collection.**

3. <u>Interpersonal Relationships</u>

The Librarian / Media Specialist

A. Demonstrates positive interpersonal relationships with students.

1. **Interacts with individual students in mutually respectful and friendly manner.**
2. **Strives to be an available resource for all students.**
3. **Protects each users right to privacy and confidentiality in library / media center use.**
4. **Demonstrates understanding and acceptance of different views and values.**
5. **Gives constructive criticism and praise when appropriate.**

B. Demonstrates positive interpersonal relationships with educational staff.

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

C. Demonstrates positive interpersonal relations with parents / patrons.

1. **Provides a climate which encourages communication between the library / media center and parents or patrons.**
2. **Cooperates with parents in the best interest of students.**
3. **Supports and participates in parent-teacher activities.**
4. **Promotes patron involvement with the library / media center.**
5. **Handles complaints and / or challenged materials in a firm but friendly manner.**

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6. **Identifies community resource persons who may serve to bring the community into the educational process.**

4. **<u>Professional Responsibilities</u>**

The Librarian / Media Specialist

A. **Participates in professional growth activities.**
   1. **Keeps abreast of developments in library science and issues related to teaching.**
   2. **Demonstrates commitment by participating in professional activities (e.g., professional organizations, course work, workshops, and conferences).**
   3. **Takes opportunities to learn from colleagues, students, parents, and the community.**

B. **Follows the policies and procedures of the school district.**
   1. **Strives to stay informed about policies and regulations applicable to his / her position.**
   2. **Selects appropriate channels for resolving concerns / problems.**

C. **Demonstrates a sense of professional responsibility.**
   1. **Completes duties promptly, dependably, and accurately in accordance with established job description.**
   2. **Demonstrates a responsible attitude for student's management throughout the entire building.**

Librarian / Media Specialist Criteria and Description used by permission of the Missouri Department of Elementary and Secondary Education.

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Guidance Counselors
Performance Areas, Criteria and Descriptors

1. <u>The Guidance and Counseling Process</u>

The Counselor

A. Creates a climate conducive to counseling.

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

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

6. **Counsels with students individually.**
7. **Counsels with students in small groups.**
8. **Conducts class / large-group sessions on appropriate topics.**
9. **Consults with parents and staff**
10. **Provides in-service workshops for staff and parents.**

C. Provides for individual differences effectively.

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

D. Displays competent knowledge of guidance and counseling.

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

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E. Uses guidance and counseling time effectively.

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

F. Implement guidance programs effectively.

1. **Implement activities related to career exploration and planning.**
2. **Provides activities to assist with educational planning.**
3. **Provides opportunities to enhance knowledge of self and others.**
4. **Implement additional activities, which meet the program objective.**
5. **Provide and implements testing program when appropriate.**

G. Demonstrates the ability to communicate effectively with students.

1. **Uses correct oral and written communication.**
2. **Uses appropriate vocabulary.**
3. **Presents ideas logically.**
4. **Gives directions that are clear, concise, and reasonable.**
5. **Uses a variety of verbal and nonverbal techniques.**
6. **Elicits and responds to questions.**
7. **Summarizes effectively.**

2. <u>Guidance Program Management</u>

The Counselor

A. Organizes a systematic, developmental guidance program.

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

B. Develops a structure for the implementing of the guidance program.

1. **Maintains an annual schedule of guidance events as well as a daily activity schedule.**

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

3. <u>Interpersonal Relationships</u>

The Counselor

A. Demonstrates positive interpersonal relationships with students.

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

B. Demonstrates positive relations with educational staff.

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

C. Demonstrates positive interpersonal relations with parents / patrons.

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1. **Cooperate with parents in the best interest of the students.**
2. **Provides a climate, which opens up communication between counselor and parent.**
3. **Supports and participates in parent-teacher activities.**
4. **Promotes patron involvement with school.**
5. **Initiates communication with parents when appropriate.**

4. <u>Professional Responsibilities</u>

The Counselor

A. Participates in professional growth activities.

1. **Demonstrates commitment by participation in professional activities (e.g. professional organizations, course work, workshops, and conferences).**
2. **Takes advantages of opportunities to learn from colleagues, students, parents, and community.**
3. **Keeps abreast of developments in the counseling profession.**

B. Follows the policies and procedures of the school district.

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

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

1. **Assumes necessary non-counseling responsibility.**
2. **Exercises responsibility for student management throughout the entire building.**

D. Demonstrates a sense of professional responsibility.

1. **Completes duties promptly and accurately.**
2. **Is punctual.**
3. **Provides accurate data to the school and district as requested for management purposes.**
4. **Carries out duties in accordance with established job description.**

Guidance Counselor Criteria and Descriptors used by permission of the Missouri Department of Elementary and Secondary Education.

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Library / Media Specialist
Data Collection Summary

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

Observee_____Position_____

Observer_____Position_____

Observation Information:

Date_____ Activity Observed: _____

Time_____ Location: _____

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

Note to Observer:

The indicators list each of the standards as examples of behaviors, which demonstrates knowledge of the ability to apply each of the four standards. Please document specific examples of evidence observed referencing the letter of the indicator keeping in mind the leadership themes of interpersonal and technical skills, socio-cultural commitment, and advocacy for children.

This list is not all-inclusive. As you are observing, you might see other effective practices of instructional leadership, program management, interpersonal relationships and professional responsibilities for which there are no listed indicators. Please add indicators to the list as appropriate and refer to the letter of the added indicator when you cite the specific evidence on the lower part of the form.

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I. Management and Administration of the Library / Media Center

A. Recognizes the critical role of information retrieval in the future of education.
B. Establishes and maintains an environment in which students and staff can work at productive levels.
C. Manages student behavior in a constructive manner.
D. Demonstrates competency in selection, acquisition, circulation and maintenance of materials and equipment.
E. Prepares statistical records and reports needed to administer the library / media center.
F. Trains and supervises library / media center personnel to perform duties efficiently.
G. Administers budgets according to needs and objectives of the library media center within administrative guidelines.
H. Evaluates library / media center programs, services, facilities and materials to assure optimum use.
I. Uses time effectively, efficiently and professionally.

Evidence: (Reference the letter of the indicator for each piece of evidence. Attach additional sheets if necessary.)

II. Instructional Process

A. Exercise leadership and serves as a catalyst in the instructional program.
B. Plans and implements the library / media center program of the library / media skills.
C. Promotes the development of reading skills and reading appreciation.
D. Supports classroom teachers in their instructional units.
E. Provides resources for professional growth of faculty and staff.

Evidence: (Reference the letter of he indicator for each piece of evidence. Attach additional sheets if necessary.)

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III. Interpersonal Relationships

A. Demonstrates positive interpersonal relations with students.
B. Demonstrates understanding and acceptance of different views and values.
C. Demonstrates positive interpersonal with parents / patrons.

Evidence: (Reference the letter of the indicator for each piece of evidence. Attach additional sheets if necessary.)

IV. Professional Responsibilities

A. Participates in professional growth activities.
B. Follows policies and procedures of the school district.
C. Demonstrates a sense of professional responsibility.

Evidence: (Reference the letter of the indicator for each piece of evidence. Attach additional sheets if necessary.)

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Professional Growth Targets

Any rating below Satisfactory Progress must be addresses. For ratings of all Satisfactory Progress, select one or more areas for enrichment.

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Guidance Counselors
Data Collection Summary

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

Observee_____Position_____

Observer_____Position_____

Observation Information:

Date_____ Activity Observed: _____

Time_____ Location: _____

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

Note to Observer:

The indicators list each of the standards as examples of behaviors, which demonstrates knowledge of the ability to apply each of the four standards. Please document specific examples of evidence observed referencing the letter of the indicator keeping in mind the leadership themes of interpersonal and technical skills, socio-cultural commitment, and advocacy for children.

This list is not all-inclusive. As you are observing, you might see other effective practices of instructional leadership, program management, interpersonal relationships and professional responsibilities for which there are no listed indicators. Please add indicators to the list as appropriate and refer to the letter of the added indicator when you cite the specific evidence on the lower part of the form.

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I. The Guidance and Counseling Process (the Counselor)

A. Creates a climate conducive to counseling.	**E. Uses guidance and counseling time effectively.**
B. Employs a variety of effective guidance and counseling procedures.	**F. Implements guidance programs effectively.**
C. Provides for individual differences effectively.	**G. Demonstrates the ability to communicate effectively with students.**
D. Displays competent knowledge of guidance and counseling.	

Evidence: (Reference the letter of the indicator for each piece of evidence. Attach additional sheets if necessary.)

II. Guidance Program Management

A. Organizes a systematic, development guidance program.
B. Develops a structure for implementing the guidance program.

Evidence: (Reference the letter of the indicator for each piece of evidence. Attach additional sheets if necessary.)

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III. Interpersonal Relationships

A. Demonstrates positive interpersonal relations with students.
B. Demonstrates positive interpersonal relations with educational staff.
C. Demonstrates positive interpersonal relations with parents / patrons.

Evidence: (Reference the letter of the indicator for each piece of evidence. Attach additional sheets if necessary.)

IV. Professional Responsibilities

A. Participates in professional growth activities.	**C. Assumes responsibilities outside the counseling center as they relate to school.**
B. Follows the policies and procedures of the school district	**D. Demonstrates a sense of professional responsibility.**

Evidence: (Reference the letter of the indicator for each piece of evidence. Attach additional sheets if necessary.)

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Professional Growth Targets

Any rating below Satisfactory Progress must be addresses. For ratings of all Satisfactory Progress, select one or more areas for enrichment.

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Standards for School Leaders

Standard 1

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

Knowledge

The administrator has knowledge and understanding of:

• learning goals in a pluralistic society
• the principles of developing and implementing strategic plans
• systems theory
• information sources, data collection, and data analysis strategies
• effective communication
• effective consensus-building and negotiation skills

Dispositions

The administrator believes in, values, and is committed to:

• the educability of all
• a school vision of high standards of learning
• continuous school improvement
• the inclusion of all members of the school community
• ensuring that students have the knowledge, skills, and values needed to become successful adults
• a willingness to continuously examine one's own assumptions, beliefs, and practices
• doing the work required for high levels of personal and organization performance

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Performances

The administrator facilitates processes and engages in activities ensuring that:

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

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Standard 2

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

Knowledge

The administrator has knowledge and understanding of:

• student growth and development
• applied learning theories
• applied motivational theories
• curriculum design, implementation, evaluation,
and refinement
• principles of effective instruction
• measurement, evaluation, and assessment
strategies
• diversity and its meaning for educational pro-grams
• adult learning and professional development
models
• the change process for systems, organizations,
and individuals
• the role of technology in promoting student
learning and professional growth
• school cultures

Dispositions

The administrator believes in, values, and is committed to:

• student learning as the fundamental purpose
of schooling
• the proposition that all students can learn
• the variety of ways in which students can learn
• life long learning for self and others
• professional development as an integral part
of school improvement
• the benefits that diversity brings to the school
community
• a safe and supportive learning environment
• preparing students to be contributing members
of society

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Performances

The administrator facilitates processes and engages in activities ensuring that:

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

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Standard 3

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

Knowledge

The administrator has knowledge and understanding of :

• theories and models of organizations and the principles of organizational development
• operational procedures at the school and district level
• principles and issues relating to school safety and security
• human resources management and development
• principles and issues relating to fiscal operations of school management
• principles and issues relating to school facilities and use of space
• legal issues impacting school operations
• current technologies that support management functions

Dispositions

The administrator believes in, values, and is committed to:

• making management decisions to enhance learning and teaching
• taking risks to improve schools
• trusting people and their judgments
• accepting responsibility
• high-quality standards, expectations, and performances
• involving stakeholders in management processes
• a safe environment

Performances

The administrator facilitates processes and engages in activities ensuring that:

• knowledge of learning, teaching, and student development is used to inform management decisions
• operational procedures are designed and

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managed to maximize opportunities for successful learning
• emerging trends are recognized, studied, and applied as appropriate
• operational plans and procedures to achieve the vision and goals of the school are in place
• collective bargaining and other contractual agreements related to the school are effectively managed
• the school plant, equipment, and support systems operate safely, efficiently, and effectively
• time is managed to maximize attainment of organizational goals
• potential problems and opportunities are identified
• problems are confronted and resolved in a timely manner
• financial, human, and material resources are aligned to the goals of schools
• the school acts entrepreneurally to support continuous improvement
• organizational systems are regularly monitored and modified as needed
• stakeholders are involved in decisions affecting schools
• responsibility is shared to maximize owner-ship and accountability
• effective problem-framing and problem-solving skills are used
• effective conflict resolution skills are used
• effective group-process and consensus-building skills are used
• effective communication skills are used
• there is effective use of technology to manage school operations
• fiscal resources of the school are managed responsibly, efficiently, and effectively
• a safe, clean, and aesthetically pleasing school environment is created and maintained
• human resource functions support the attainment of school goals
• confidentiality and privacy of school records are maintained

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Standard 4

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

Knowledge

The administrator has knowledge and understanding of:

• emerging issues and trends that potentially impact the school community
• the conditions and dynamics of the diverse school community
• community resources
• community relations and marketing strategies and processes
• successful models of school, family, business, community, government and higher education partnerships

Dispositions

The administrator believes in, values, and is committed to:

• schools operating as an integral part of the larger community
• collaboration and communication with families
• involvement of families and other stakeholders in school decision-making processes
• the proposition that diversity enriches the school
• families as partners in the education of their children
• the proposition that families have the best interests of their children in mind
• resources of the family and community needing to be brought to bear on the education of students
• an informed public

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Performances

The administrator facilitates processes and engages in activities ensuring that:

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

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Standard 5

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

Knowledge

The administrator has knowledge and understanding of:

• the purpose of education and the role of leadership
in modern society
• various ethical frameworks and perspectives
on ethics
• the values of the diverse school community
• professional codes of ethics
• the philosophy and history of education

Dispositions

The administrator believes in, values, and is committed to:

• the ideal of the common good
• the principles in the Bill of Rights
• the right of every student to a free, quality
education
• bringing ethical principles to the decision-making
process
• subordinating one's own interest to the good
of the school community
• accepting the consequences for upholding
one's principles and actions
• using the influence of one's office constructively
and productively in the service of all
students and their families
• development of a caring school community

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Performances

The administrator:

• examines personal and professional values
• demonstrates a personal and professional
code of ethics
• demonstrates values, beliefs, and attitudes that
inspire others to higher levels of performance
• serves as a role model
• accepts responsibility for school operations
• considers the impact of one's administrative

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practices on others
• uses the influence of the office to enhance the educational program rather than for personal gain
• treats people fairly, equitably, and with dignity and respect
• protects the rights and confidentiality of students and staff
• demonstrates appreciation for and sensitivity to the diversity in the school community
• recognizes and respects the legitimate authority of others
• examines and considers the prevailing values of the diverse school community
• expects that others in the school community will demonstrate integrity and exercise ethical behavior
• opens the school to public scrutiny
• fulfills legal and contractual obligations
• applies laws and procedures fairly, wisely, and considerately

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Standard 6

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

Knowledge

The administrator has knowledge and understanding of:

• principles of representative governance that undergird the system of American schools
• the role of public education in developing and renewing a democratic society and an economically productive nation
• the law as related to education and schooling
• the political, social, cultural and economic systems and processes that impact schools
• models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
• global issues and forces affecting teaching and learning
• the dynamics of policy development and advocacy under our democratic political system
• the importance of diversity and equity in a democratic society

Dispositions

The administrator believes in, values, and is committed to:

• education as a key to opportunity and social mobility
• recognizing a variety of ideas, values, and cultures
• importance of a continuing dialogue with other decision makers affecting education
• actively participating in the political and policy- making context in the service of education
• using legal systems to protect student rights and improve student opportunities

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Performances

The administrator facilitates processes and engages in activities ensuring that:

• the environment in which schools operate is influenced on behalf of students and their families

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

• there is ongoing dialogue with representatives of diverse community groups

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

• public policy is shaped to provide quality education for students

• lines of communication are developed with decision makers outside the school community.

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APPENDIX C
EVALUATION FORMS

EVALUATION FORMS
APPENDIX C

Administrative Summative
Certified Summative
Administrative Performance Observation Summary
Certified Performance Observation Summary
Individual Growth Plan
Assistance Growth Plan
Administrative Observation Form
Teacher Formative Data Collection Form

If you have questions concerning these forms contact Ted Cash at 376-5390.

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ADMINISTRATIVE

SUMMATIVE EVALUATION

Name_____ School _____ Date_____
Dates of Observations_____
Dates of Conferences_____

Standard 1
A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

_____
_____
_____
_____

Meets District Standards _____ Does Not Meet District Standards _____

Standard 2
A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

_____
_____
_____
_____

Meets District Standards _____ Does Not Meet District Standards _____

Standard 3
A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

_____
_____
_____
_____

Meets District Standards_____ Does Not Meet District Standards_____

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Standard 4
A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

_____
_____
_____
_____

Meets District Standards _____ Does Not Meet District Standards _____

Standard 5
A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**

_____
_____
_____
_____
_____

Meets District Standards _____ Does Not Meet District Standards _____

Standard 6
A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

_____
_____
_____
_____

Meets District Standards _____ Does Not Meet District Standards _____

EVALUATEE_____DATE_____
EVALUATOR_____DATE_____
( ) Meets District Standards ( ) Does Not Meet District Standards

Form 4

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Certified

SUMMATIVE EVALUATION

Name _____School_____ Date _____

Dates of Observations_____

Dates of Conferences_____

I. Instructional Process

_____
_____
_____
_____

II. Classroom Management

_____
_____
_____
_____

III. Interpersonal Relationships

_____
_____
_____
_____

IV. Professional Responsibilities

_____
_____
_____
_____

V. Teacher Technology Standards

_____
_____
_____
_____

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I have read this data collection form and received a copy.
Written/signed comments by evaluatee and/or evaluator may be added to back of this evaluation.
Evaluatee Signature _____ Date _____
Evaluator Signature _____ Date _____

EVALUATEE'S COMMENTS

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Evaluatee _____Date_____ Evaluator _____Date_____

OVERALL PERFORMANCE EVALUATION

( ) Meets District Standards ( ) Does Not Meet District Standards

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ADMINISTRATIVE

Performance Observation Summary

Name_____ School _____ Date_____

Dates of Observations_____

Dates of Conferences_____

Standard 1

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

Meets District Standards	Does Not Meet District
_____	_____

Standard 2

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

Meets District Standards	Does Not Meet District
_____	_____

Standard 3

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

Meets District Standards	Does Not Meet District
_____	_____

Standard 4

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

Meets District Standards	Does Not Meet District
_____	_____

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Standard 5

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

Meets District Standards	Does Not Meet District
_____	_____

Standard 6

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

Meets District Standards	Does Not Meet District
_____	_____

EVALUATEE_____DATE_____
EVALUATOR_____DATE_____

OVERALL PERFORMANCE EVALUATION

( ) Meets District Standards ( ) Does Not Meet District Standards

COMMENTS:

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Form 3

PERFORMANCE OBSERVATION SUMMARY

Teacher_____ Observation Date___/___/___
Initials_____

Subject/Grade Level:_____

FORMATIVE COMMENTS

I. Instructional Process

_____
_____
_____
_____

II. Classroom Management

_____
_____
_____
_____

III. Interpersonal Relationships

_____
_____
_____
_____

IV. Professional Responsibilities

_____
_____
_____
_____

V. Teacher Technology Standards

_____
_____
_____
_____

I have read this data collection form and received a copy.
Written/signed comments by evaluatee and/or evaluator may be added to back of this evaluation.
Evaluatee Signature _____ Date _____
Evaluator Signature _____ Date _____

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EVALUATEE'S COMMENTS

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INDIVIDUAL PROFESSIONAL GROWTH PLAN
SCHOOL YEAR _____

_____	_____	_____
Evaluatee	**Date**	**Work Site**

1. **PERFORMANCE AREA**

2. **CRITERION**

3. **GROWTH OBJECTIVES(S)** **Describe desired outcome**

4. **PRESENT STAGE OF DEVELOPMENT: Awareness____ Preparation____ Implementation___Refinement__**
5. **PROCEDURES and ACTIVITIES FOR ACHIEVING OBJECTIVE(S)**

6. **APPRAISAL METHOD AND TARGET DATES:**

7. 7. EVALUATEE'S COMMENTS	8. EVALUATOR'S COMMENTS

This plan is aligned with the school consolidated plan and professional development plans of the school/district.

Individual Growth Plan Developed	( ) Achieved ( ) Revised ( ) Continued
Evaluatee / Date: / /	**Evaluatee / Date: / /**
Evaluator / Date: / /	**Evaluator / Date: / /**

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INDIVIDUAL ASSISTANCE PROFESSIONAL GROWTH PLAN
SCHOOL YEAR _____

_____	_____	_____
Evaluatee	**Date**	**Work Site**

9. PERFORMANCE AREA

10. CRITERION

11. GROWTH OBJECTIVES(S) **Describe desired outcome**

12. PRESENT STAGE OF DEVELOPMENT: Awareness____ Preparation____ Implementation___Refinement__

13. PROCEDURES and ACTIVITIES FOR ACHIEVING OBJECTIVE(S)

14. APPRAISAL METHOD AND TARGET DATES:

15. 7. EVALUATEE'S COMMENTS	**16. EVALUATOR'S COMMENTS**

This plan is aligned with the school consolidated plan and professional development plans of the school/district.

Individual Growth Plan Developed	**( ) Achieved ( ) Revised ( ) Continued**
Evaluatee / Date: / /	**Evaluatee / Date: / /**
Evaluator / Date: / /	**Evaluator / Date: / /**

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McCreary County Schools

Administrative Observation Form

_____ _____

Name of Administrator **Name of Observer**

_____

School Name

Cycle of Observations: 1st____ 2nd____

_____

Date / Time Started – Time Ended

‘

Note to observer:

The performances listed below each of the standards are examples of behaviors which demonstrate knowledge of and the ability to apply each of the six standards. Please document specific examples of evidence observed referencing the letter of the indicator keeping in mind the leadership themes of interpersonal and technical skills, socio-cultural commitment, and advocacy for children.

This list is not all-inclusive. As you are observing, you might see other effective practices of instructional leadership, communication, and/or organizational management for which there are no listed performances. Please add performances to the list as appropriate and refer to the letter of the added indicator when you cite specific evidence on the lower part of the form.

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McCreary County Schools
Administrative Observation Form

Standard 1

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

The administrator facilitates processes and engages in activities ensuring that:

1P.01 The vision of the school are effectively communicated to s parents, students and community members.	• 1P.09 an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
• 1P.02 the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities	1P.10 assessment data related to student learning are used to develop the school vision and goals
1P.03 the core beliefs of the school vision are modeled for all stakeholders	• 1P.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals
• 1P.04 the vision is developed with and among stakeholders	1P.12 barriers to achieving the vision are identified, clarified, and addressed
• 1P.05 the contributions of school community members to the realization of the vision are recognized and celebrated	1P.13 needed resources are sought and obtained to support the implementation of the school mission and goals
• 1P.O6 progress toward the vision and mission is communicated to all stakeholders	• 1P.14 existing resources are used in support of the school vision and goals
1P.07 the school community is involved in school improvement efforts	1P.15 the vision, mission, and implementation plans are regularly monitored, evaluated, and revised
1P.08 the vision shapes the educational programs, plans, and activities	

EVIDENCE: (Reference the performance for each piece of evidence, attach additional sheets if necessary.

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McCreary County Schools
Administrative Observation Form

Standard 2

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

The administrator facilitates processes and engages in activities ensuring that:

2P.01 the school is organized and aligned for success.	2P.09 pupil personnel programs are developed to meet the needs of students and their families.
2P.02 • curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.	2P.10 all individuals are treated with fairness, dignity, and respect.
2P.03 curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies.	•2P.11 professional development promotes a focus on student learning consistent with the school vision and goals.
2P.04 the school culture and climate are assessed on a regular basis.	2P.12 students and staff feel valued and important.
2P.05 • a variety of sources of information is used to make decisions	2P.13 the responsibilities and contributions of each individual are acknowledged
2P.06. • student learning is assessed using a variety of techniques.	2P.14 barriers to student learning are identified, clarified, and addressed.
2P.07 multiple sources of information regarding performance are used by staff and students	2P.15 diversity is considered in developing learning experiences
1P.08 a variety of supervisory and evaluation models is employed.	2P.16 • life long learning is encouraged and modeled.
2P.17 there is a culture of high expectations for self, student, and staff performance.	2P.19 student and staff accomplishments are recognized and celebrated.
2P.18 • technologies are used in teaching and learning.	2P.20 multiple opportunities to learn are available to all students.

EVIDENCE: (Reference the performance for each piece of evidence, attach additional sheets if necessary.

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Standard 3

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

The administrator facilitates processes and engages in activities ensuring that:

3P.01.. knowledge of learning, teaching, and student development is used to inform management decisions	3P.13 . stakeholders are involved in decisions affecting schools.
3P.02 operational procedures are designed and managed to maximize opportunities for successful learning	3P.14 • responsibility is shared to maximize owner-ship
3P.03 . emerging trends are recognized, studied, and applied as appropriate	•3P.15 effective problem-framing and problem-solving
3P.04 operational plans and procedures to achieve the vision and goals of the school are in place	3P.16 effective conflict resolution skills are used
3P. 05 • collective bargaining and other contractual agreements related to the school are effectively managed	3P.17 effective group-process and consensus-building skills are used
3P.06 the school plant, equipment, and support systems operate safely, efficiently, and effectively	3P.18 effective communication skills are used
3P.07 time is managed to maximize attainment of organizational goals	3P.19 there is effective use of technology to manage school operations
3P.08 potential problems and opportunities are identified	3P.20 fiscal resources of the school are managed responsibly, efficiently, and effectively
3P.09 • problems are confronted and resolved in a timely manner	3P.21 a safe, clean, and aesthetically pleasing school environment is created and maintained
3P.10 . financial, human, and material resources are aligned to the goals of schools	3P.22 • human resource functions support the attainment of school goals
3P.11 • the school acts entrepreneurally to support continuous improvement	3P.23 confidentiality and privacy of school records are maintained
3P.12 organizational systems are regularly monitored and modified as needed	

EVIDENCE: (Reference the performance for each piece of evidence, attach additional sheets if necessary.

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Standard 4

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

The administrator facilitates processes and engages in activities ensuring that:

4P.01 community groups to strengthen programs and support school goals	***4P.09*** • opportunities for staff to develop collaborative *skills are provided*
4P.02 community youth family services are integrated with school programs	***4P.10*** high visibility, active involvement, and communication with the larger community is a priority
4P.O3 community stakeholders are treated equitably	***4P.11*** relationships with community leaders are identified and nurtured
4P.04 • diversity is recognized and valued	***4P.12*** • information about family and community concerns, expectations, and needs is used regularly
4P.05 effective media relations are developed and maintained	***4P.13*** there is outreach to different business, religious, political, and service agencies and organizations
4P.06 a comprehensive program of community relations is established	***4P.14*** credence is given to individuals and groups whose values and opinions may conflict
4P.07 public resources and funds are used appropriately and wisely	***4P.15*** • the school and community serve one another as resources
4P.08 community collaboration is modeled for staff	***4P.16***• available community resources are secured to help the school solve problems and achieve goals
	4P.17 • partnerships are established with area businesses, institutions of higher education, and COMMUNITY GROUPS TO STRENGTHEN PROGRAMS AND SUPPORT SCHOOL GOALS.

EVIDENCE: (Reference the performance for each piece of evidence, attach additional sheets if necessary.

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Standard 5

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

The administrator:

5P.01 examines personal and professional values	***5P.09*** protects the rights and confidentiality of students and staff
5P.02 demonstrates a personal and professional code of ethics	5P.10 • demonstrates appreciation for and sensitivity **to the diversity in the school comm**
5P.03 demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance	***5P.11*** recognizes and respects the legitimate authority of others
5P.04 serves as a role model	***5P.12*** examines and considers the prevailing values of the diverse school community
5P.05 accepts responsibility for school operations	***5P.13*** expects that others in the school community will demonstrate integrity and exercise ethical behavior
5P.06 considers the impact of one's administrative practices on others	***5P.14*** opens the school to public scrutiny
5P.07 uses the influence of the office to enhance the educational program rather than for personal gain	***5P.15*** • fulfills legal and contractual obligations
5P.08 treats people fairly, equitably, and with dignity and respect	***5P.16*** applies laws and procedures fairly, wisely, and considerately

EVIDENCE: (Reference the performance for each piece of evidence, attach additional sheets if necessary.

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Standard 6

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

The administrator facilitates processes and engages in activities ensuring that:

6P.01 the environment in which schools operate is influenced on behalf of students and their families	***6P.04*** the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
6P.02 communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate	***6P.05*** public policy is shaped to provide quality education for students
6P.03 there is ongoing dialogue with representatives of diverse community groups	***6P.06*** lines of communication are developed with decision makers outside the school community

EVIDENCE: (Reference the performance for each piece of evidence, attach additional sheets if necessary.

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FORMATIVE DATA COLLECTION FORM

NAME:_____ DATE:___/___/___ TIME:_____
SCHOOL:_____ EVALUATOR:_____
GRADE LEVEL/S:_____ SUBJECT:_____
Pre-conference date: ____/____/____ ____1st ____2nd observation

RATING SCALE: ASSIGN (M E) MET or exceeds, (NI) NEEDS IMPROVEMENT, (NM) NOT MET, (NO) NOT OBSERVED

I. INSTRUCTION

A. LESSON DESIGN

	Lesson introduction provides focus		Input: Student Reading / Silent/Oral
	Teaching objective clearly defined		Using a variety of instructional techniques
	Teaching objective correlates to lesson plan		Modeling-demonstration
	Teaching objective at correct grade level		Checking for understanding
	Input: Student reports/role play		Guided practice
	Input: Media presentation		Use of rubrics

B. SETTING FOR LESSON PRESENTATION

	Multi-age group		Large groups
	Cooperative learning group		Small groups
	Student Interaction group		Collaborative learning groups

C. TEACHER PRESENCE

	Moving about the room		At teacher desk
	At board		At study center

D. QUESTIONING TECHNIQUES OBSERVED

	Prompts		Allows for complexity
	Rephrases		Holds students accountable
	Dignifies wrong answer		Asks questions to entire group
	Gives student time to think		

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E. TRANSITIONS

	Orderly		Wasteful
	Disorderly		Logical
	Efficient		Unrelated

F. MOTIVATIONAL TECHNIQUE

	Level of concern		Extrinsic motivation
	Feeling of success		Knowledge of results
	Intrinsic motivational		Interest

G. LEVELS OF LEARNING OBSERVED

	Knowledge: Ability to recall, lowest level		Synthesis: Bringing together separate parts to form a new whole
	Comprehension: Lowest understanding, can restate in own words		Evaluation: Ability to make judgment based on criteria
	Application: Ability to apply concept to new situation		Affective Domain: Excitement about work

H. ASSESSMENT

	Uses performance based assessment		Assessment demonstrates applied knowledge
	Assessment encourages student success		Contributes to portfolio
	Uses good test design		Progress reports reflect mastery of class objective

I. INSTRUCTION STANDARD RATING _____(A-H)

II. CLASSROOM MANAGEMENT

A. CLASSROOM DESIGN **B. STUDENT MANAGEMENT**

	Has study centers		Uses specific conduct related praise
	Small group settings		Stops misconduct positively
	Organized learning environment		Stops misconduct negatively
	Suitable for class being taught		Does not stop misconduct
	Appropriate classroom procedures for class being taught		Adheres to school/district discipline policies

II. CLASSROOM MANAGEMENT RATING_____(A-B)

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III. INTERPERSONAL RELATIONSHIPS

	Keeps students and parents informed to student progress		Understands his/her program in relation to the entire school
	Uses collaborative teaching techniques		Works cooperatively with colleagues, parents and community

III. INTERPERSONAL RELATIONSHIPS RATING _____

IV. PROFESSIONAL RESPONSIBILITIES

	A. KERA Methods/Objectives		**B. Professional Expectations**
	Uses technology to facilitate student learning		Uses methods demonstrated in district KERA professional development
	Focuses learning on learner outcomes		Is punctual about assignments
	Uses interdisciplinary units/references		Performs non-teaching assignments
	Evidence of attention to KERA Goals		Demonstrates a professional image in the classroom and throughout the school
	Writes and implements thematic units		Participates in activities for professional growth
	Involves high expectations for all students		

IV. PROFESSIONAL RESPONSIBILITIES RATING _____ (A-B)

VII. DEMONSTRATES IMPLEMENTATION of TECHNOLOGY

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

TEACHER TECHNOLOGY STANDARDS

	Operates a multimedia computer and peripherals to install and use a variety of software		Designs lessons that use technology to address diverse student needs and learning styles.
	Uses terminology related to computers and technology appropriately in written and verbal communication.		Practices equitable and legal use of computers and technology in professional activities.
	Demonstrates knowledge of the use of		Facilitates the lifelong learning of self

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	technology in business, industry, and society.		and others through the use of technology.
	Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations		Explores, uses, and evaluates technology resources: software, applications, and related documentation.
	Creates multimedia presentations using scanners, digital cameras, and video cameras.		Applies research-based instructional practices that use computers and other technology.
	Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.		Uses computers and other technology for individual, small group, and large group learning activities.
	Uses the computer and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.		Uses technology to support multiple assessments of student learning.
	Requests and uses appropriate assistive and adaptive devices for students with special needs.		Instructs and supervises students in the ethical and legal use of technology.

V. Technology Standards Rating_____

Comments_____
_____
_____
_____
_____
_____

EVALUATOR:_____**EVALUTEE**_____

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APPENDIX D

ALTERNATE / OPTIONAL METHODS OF DATA COLLECTION

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

These alternative / optional methods of gathering data must be both acceptable and agreed upon by the evaluator and evaluatee to be a productive way of appraising performance.

Collaboration, peer communication, and effective interpersonal skills can be achieved by: peer development, mentoring, support systems, and flexibility, assuming new roles.

Self-assessments: ratings done by evaluatee on a particular performance and discussed in a post-observation conference.

Collaborating teachers, primary teams, departmental teams, etc. may use the district's data collection instruments during observations in order to gather data for discussion.

Evaluator may choose to gather data for a formal observation by observing the team as they work together for one of the observations required by the district plan.

Evaluatee may choose to develop a professional portfolio. This may include:

Transcripts
Certification
Job History
Units Developed
Writing
Projects
Lesson Plans
Individual Professional Improvement Plans
Grants
Self-Assessments
Surveys
Formative Observations
Summate Evaluations
Video Segments of Performance, Special Recognition's, etc.
Use of Technology
Computer Programs

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

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SAMPLE

Pre-Observation Worksheet

_____	_____	_____
Teacher	**Date**	**School**
_____	_____	_____
Subject	**Period / Time**	**Level**

My professional growth plan objective(s) are:

---

1. What are the lesson objectives?

2. What teaching strategies will be used?

3. How will you know if the students have learned?

4. Is this review or new learning?

5. Where are you in the course? (unit, lesson, etc.)

6. Are there any special circumstances of which the evaluator should be aware?

7. Are there specific teaching behaviors you would like monitored?

8. Which learner outcome are you teaching toward?

_____

Evaluatee's Signature Date

_____

Evaluator's Signature Date

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Formative Feedback Form

_____	_____	_____
Teacher	**Date**	**School**
_____	_____	_____
Subject	**Period / Time**	**Level**

I. Instructional Process

A. Demonstrates preparation for classroom instruction.

B. Demonstrates knowledge of curriculum initiatives and subject matter.

C. Designs instruction that addresses multiple abilities of student performance.

D. Implements research-based teaching techniques.

E. Utilizes comprehensive and varied resources.

F. Teaches to KERA learning goals and learner outcomes.

G. Promotes high expectations for students.

H. Incorporates performance based assessment into instruction.

II. Classroom Management

A. Creates a learning climate that supports student learning outcomes.

B. Establishes and maintains standards of mutually respectfully behavior.

III. Interpersonal Relationships

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A. Demonstrates positive interpersonal relations with students.

B. Demonstrates positive interpersonal relations with educational staff.

C. Demonstrates positive interpersonal relations with parents / patrons.

IV. Professional Responsibilities

A. Demonstrates a commitment to professional growth.

B. Follows the policies and procedures of the school district.

C. Assumes responsibilities outside the classroom as related to the school.

D. Demonstrates teaching consistent with the mission to which school / council / district are committed.

Teacher's Signature Date	**Administrator's Signature Date**

(Signatures imply the contents of this document has been discussed)

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