

McLean County Schools

Teacher & Media Specialist Document

Performance
and
Professional Growth
of
Certified Employees

An Equal Opportunity Employer
Revised June 27, 2007

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ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

McLean County School District hereby assures the Commissioner of Education that:

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

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

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

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually. (excluding Interns who will abide by state regulations)

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

Each evaluator will be trained in appropriate evaluation techniques and the use of local instruments and procedures prior to the implementation of the plan.

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

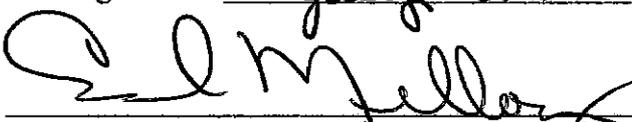
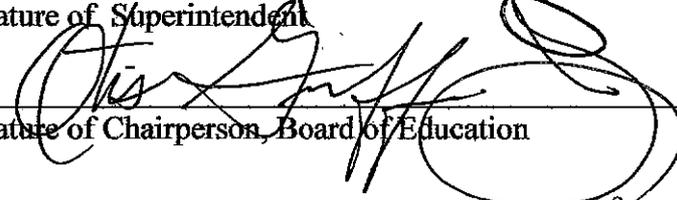
Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

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

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

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

The McLean County Board of Education approved this evaluation plan as recorded in the minutes of the meeting held on July 26, 2007.

	<u>7/26/07</u>
Signature of Superintendent	Date
	<u>7/26/07</u>
Signature of Chairperson, Board of Education	Date

Performance Evaluation

Professional Growth and Evaluation is a process with all educators working cooperatively to achieve goals and objectives that enhance student learning.

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

The Professional Growth and Evaluation of Certified Personnel process shall include both formative and summative evaluation.

Continuing Contract (Tenured) employees will be observed annually through on-going observations and conferencing and the development of an individual professional growth plan. **Continuing Contract (Tenured)** employees shall be observed formally a minimum of once every year. Summative Evaluation for **Continuing Contract (Tenured)** employees shall occur a minimum of once every three years.

Limited Contract (Non-Tenured) employees shall be observed annually through on-going observation and conferencing and the development of an individual professional growth plan. A minimum of two observations utilizing a combination of formal and informal observation shall occur for all **Limited Contract (Non-Tenured)** employees with a summative evaluation occurring annually.

Administrators shall be evaluated annually through on-going observations and conferencing with the development of an individual growth plan and summative evaluation. Employees whose performance observation is unsatisfactory shall have observations more frequently at the discretion of the evaluator. Summative evaluations (except Superintendent) shall become part of the official personnel file. The Superintendent shall be evaluated by the Board of Education and shall complete a growth plan pursuant to KRS 156.111. All certified personnel shall adhere to the professional code of ethics.

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 Educational 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"** means a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.
 - (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;
 - (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"** means the summary of, and conclusions from, the evaluation data, including formative evaluation data, that:
- (a) Occurs at the end of an evaluation cycle; and
 - (b) Includes a conference between the evaluator and the evaluated certified employee, and a evaluation report.]
- (14) **"Teacher"** means a certified staff person who directly instructs students.
- (15) **"Corrective Action Plan"** means a plan established to assist the employee when "does not meet" rating(s) appear on the Summative Evaluation or when the evaluator identifies specific area(s) that need immediate attention by the evaluatee for the evaluatee to be considered for reemployment.
- (16) **"Corrective Action Team"** means a team established to assist the employee in meeting the district standards. The formation of this team is the district's last attempt at salvaging the career of the employee.
- (17) **"Formal observation"** means a series of events which include a pre-observation conference, a classroom observation, and a post- observation conference within five working days of the observation.
- (18) **"Informal observation"** means an observation whereby the evaluator observes unannounced and within five working days of the observation conferences with the employee. Informal observations can take place at any time the employee is in the performance of his/her duties. These observations may be made as frequently as deemed necessary.
- (19) **"Alternative / Optional Methods of Data Collection"** means a method of data collection available to Continuing Contract (Tenured) staff who have demonstrated successful performance and choose to work with the evaluator toward a creative and productive means of performance and data collection.
- (20) **"Primary Evaluator"** means the immediate supervisor of the employee.
- (21) **"Third Party Observer"** 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. To request a third party observer, employee shall:
- a. do so in writing to the evaluator
 - b. request no later than Feb. 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 working days of the teacher's written request, the evaluator shall select the third party observer.

Alternative/Optional Data Collection Methods

Continuing Contract (Tenured) employees with demonstrated satisfactory performance shall be evaluated a minimum of once every three years, which may include use of alternative/optional methods of data collection, such as ewalk.

Section 4 of KRS 156.557 and the definition found below from 704 KAR 3:345 provide for alternative/optional collection of data.

“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.

Guidelines define evaluation procedures and forms to be designed to foster professional growth. To promote effective interpersonal, communication, and collaborative skills among peers and subordinates, consideration of some alternative/optional ways of data collection may be used.

Collaboration, peer communication, and effective interpersonal skills can be achieved by the following: peer collaboration, monitoring, support systems, flexibility to try new and creative innovations, assuming new roles.

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

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

Teams or Departments may choose to work together to align teaching strategies. 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 which might include the following: Transcripts, Self-Assessments, Certification, Surveys, Job History, Units developed, Writings, Grants, Projects, Lesson Plans, Individual Professional Growth Plans, Technology integration.

Evaluatee may choose to video a segment of his/her teaching performance, critique it with a colleague and share with evaluator.

*******SPECIAL NOTE**

Peers are involved in the growth process only, not in EVALUATION!

Process and Procedures

Each employee shall be evaluated on the standards and performance criteria found here in by evaluators who have been trained, tested, and approved for the purpose through the initial approval process of the Kentucky Department of Education. Each evaluator shall complete 6 hours of additional training during each school term to continue approval and it shall be reported with the Instructional Leadership of the evaluator. Evaluators shall utilize the forms adopted by the district and approved by the Kentucky Department of Education. **There shall be formative observations and conferences** to assist the employee in meeting district standards. A pre-observation conference/form shall be part of the formal observation process as means for the evaluator and evaluatee to discuss what is to be taught. Informal observation can occur at any time the evaluator observes the employee in the performance of his/her duties. **All certified staff will develop an Individual Professional Growth Plan** which is aligned with goals and missions of the school council/district. This Individual Professional Growth Plan shall be reviewed annually to determine if it has been achieved, or needs to be revised or continued. The employee has the responsibility for developing the plan with the assistance of the evaluator. A **Corrective Action Plan** is developed by the evaluator to address specific concerns in employee performance. Once the corrective action has been implemented, there is more frequent monitoring by the evaluator and specific assistance provided to improve performance. When the concern has been corrected, the employee moves back into the Individual Professional Growth Plan cycle.

If there is no improvement with a corrective action plan, the evaluator may choose to implement an **Corrective Action Team** to work specifically with the evaluatee (in a non-evaluative role) to provide additional help. **Any employee who is on an Corrective Action Plan with a Corrective Action Team should be aware that this is the district's last attempt to salvage the individual's career, and that if the standard(s) is/are not met, the district may choose to terminate the employment of the teacher or administrator.**

The **summative evaluation** of the employee is conducted at the end of the evaluation cycle and includes all data collected during the formative phase. A summative conference is held to discuss the performance indicated on the summative instrument. The employee is provided a copy of the summative instrument and a copy, along with the Individual Professional Growth Plan(s) attached, is forwarded to the district office.

An employee who does not agree with any portion of the summative evaluation may choose to file a rebuttal **with the Superintendent** for attachment to the summative evaluation document filed in the personnel file. Any employee who feels that the summative evaluation by the evaluator is not an accurate assessment of the performance, either by substance and/or procedure, may file an appeal with the **District Appeals Panel**. The appropriate form for the request, along with the Appeals Process and Hearing Procedures is found elsewhere in this document. **The evaluatee has ten working days from the date of the summative conference to file the request for appeal.**

Evaluation Timetable

Step 1	All employees are given an orientation to the plan for Professional Growth and Evaluation of Certified Personnel.	Within the first month of reporting for duty for each school year.
Step 2	Primary Evaluators NOTIFY Employees to be evaluated	Beginning of School Year
Step 3	Pre-observation Conferences	Prior to Observations
Step 4	Post-observation Conferences	Within five working Days of the observation
Step 5	Individual Professional Growth Plans	Submitted by September 15 Reviewed, revised and finalized by October 15
Step 6	Deadline for the request for third party observer/content specialist	February 15
Step 7	Formal and Informal Observation and Data Collection conducted openly and with the full knowledge of employee	On-going throughout the school year
Step 8	Summative Evaluation and Summative Conferences	All Summative data on Limited Contract (Non-Tenured) and any employee on a Corrective Action Plan due in Central Office by April 15. All continuing contract employees in by May 15, and all Administrators data due in Central Office by June 15.
Step 9	Independent Professional Growth Plan	Annual review by May 15
Step 10	Appeals Request	Within ten working days of Summative Conference

CODE OF ETHICS

704 KAR 20:680

Section 1. Certified personnel in the Commonwealth:

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

To Students

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

To Parents

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

To Profession

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

PRE-OBSERVATION CONFERENCE

Teacher _____	Date _____	School _____
Subject _____	Grade _____	Period/Time _____

EMPLOYEE COMPLETES THIS FORM AND DISCUSSES CONTENT WITH EVALUATOR PRIOR TO SCHEDULED OBSERVATION
Standards/Core Content/ Aligned Objective/Major Lesson Content/Unit of Study:

Instructional Strategies

Teacher Behaviors

- Monitors behavior
- Working with small groups
- Testing students
- Scribing as needed
- Clarifying directions
- Working on-on-one
- Visiting with groups
- Sharing Samples of work
- Listening for correctness in responses
- Assessing students' understanding
- Other _____

- ### Conferences
- Reading to students
 - Lecture/direct instruction
 - Correcting student responses
 - Facilitating learning
 - Modeling skills/process
 - Modeling writing
 - Technology as a tool
 - Introducing concepts with manipulatives

Student Behaviors

- Constructing graphs
- Drafting
- Revising
- Proofreading
- Presentations
- Researching
- Peer tutoring
- Taking notes
- Using manipulatives
- Using technology
- Work in groups
- Designing/constructing
- Prewriting
- Editing
- Conferencing
- Publishing
- Discussions
- Worksheets
- Using tools
- Reading
- Listening
- Summarizing
- Work in pairs
- Games/puzzles

Best Practice Strategies

- Use of manipulatives
- Cooperative group work
- Discussion of the content
- Questioning and making conjectures
- Use of calculators, computers, or other technology
- Connect content to student relevant issues
- Other _____

- Justification of thinking
- Writing about what has been learned (reflection)
- Problem-solving approach to instruction
- Content integration
- Teacher as facilitator of learning
- End each lesson through closure activity
- Other _____

Resources

- ESS
- Counselor
- Speaker
- Other _____
- Title I
- Instructional Assistant
- Consultant/resource person

- Librarian
- Textbooks
- Manipulatives
- Tools
- Other _____
- Computers
- Reference materials
- Videos/TV

Learning Styles

- Verbal (linguistic)
- Mathematical (logical)
- Musical
- Kinesthetic
- Intrapersonal (reflection)
- Interpersonal (interaction)
- Spatial (visual)

Assessment Strategies

- Ongoing:
- Anecdotal records
 - Learning logs
 - Open response
 - peer conference

- Reflection
- Oral response(s)
- Journal
- Teacher conference

Culminating:

- Project
- Open response
- Textbook test
- Teacher-made test

- Portfolio
- Performance events
- Individual investigation
- Other _____

Intervention Strategies

- One-on-one
- Small group
- Use of technology
- Use of audio tapes
- Other _____
- Extended time
- Peer tutoring
- Scribing
- Taping responses

- Support personnel
- Modified time
- Use of Special Education personnel
- Modified lesson
- Reading to student(s)
- Repeating directions

Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____

**PROFESSIONAL GROWTH PLAN
TEACHER AND ADMINISTRATOR**

Tenured _____ (By May 15th)
Non-Tenured _____ (By April 15th)

Name _____ Work Location _____
Date _____ Enrichment Plan _____
Corrective Action Plan _____
Corrective Action Team _____

<p>Needs Assessment: "What evidence do I have which tells me improvement is needed?"</p>	<p>*Present PG Stage:</p>	<p>(Growth Objective/Goal(s) and "What exactly do I want to do to improve?")</p>	<p>Procedures and Activities for Achieving Goals and Objectives "What specific activity will I do to reach my goal?"</p>	<p>"What evidence or documentation do I have that my goal has been reached?"</p>	<p>Target Date for Completion</p>
<p><small>*Professional Growth Plan Stages: O=Orientation/Awareness A=Preparation/Application I=Implementation/Management R=Refinement/Impact</small></p>					
<p>Evaluatee Comments:</p>					
<p>Evaluator Comments:</p>					

This individual professional growth plan is aligned with the school improvement/consolidated and/or instructional leadership plan(s) of the district.

Individual Growth Plan Developed by Sept. 15th.

(By April 15th/May 15th)

Annual Review: Achieved _____ Revised _____ Continued _____
Corrective Action Team Recommended _____

Evaluatee Signature _____ Date _____
Evaluator Signature _____ Date _____

Evaluatee Signature _____ Date _____
Evaluator Signature _____ Date _____

McLean County Schools

POSITION: Teacher

POSITION SUMMARY: Utilizing Kentucky's Program of Studies, plans, organizes and delivers programs of instruction that support the premise that high expectations for all students are possible, also implements real - life activities that promote learning,

QUALIFICATIONS:

- 1) Kentucky certificate, license, or other legal credential required.
- 2) Experience and such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

REPORTS TO: Principal / Assistant Principal

SUPERVISES: Students and instructional assistants.

PERFORMANCE RESPONSIBILITIES:

- 1) Demonstrates proficiency in planning developmentally appropriate, research-based instruction that addresses Kentucky learning goals and outcomes for students.
- 2) Creates and maintains a learning climate that supports student academic expectations
- 3) Implements developmentally appropriate, teaching and learning activities that implement the six learning goals of education reform
 1. Applying basic communication and mathematics skills;
 2. Applying core concepts from all major subject areas;
 3. Becoming a self-sufficient individual;
 4. Becoming a responsible member of a family, work group or community;
 5. Thinking and problem-solving; and
 6. Connecting and integrating new experiences and knowledge.
- 4) Assists the administration in implementing Board policies, administrative regulations, council policies, school rules governing student life and conduct, and developing reasonable rules of classroom behavior and procedure.

- 5) Evaluates specific teaching/learning situations and communicates to students and others (documents, progress through anecdotal records, student-teacher conferences, and portfolios).
- 6) Takes necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- 7) Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulations.
- 8) Identifies pupil needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
- 9) Performs professional responsibilities and duties as outlined in Board policy, such as regular attendance, punctuality, attending staff meetings, serving on committees, and accepts a share of responsibility for extra-curricular activities, professional development and professional growth.
- 10) Demonstrates effective collaboration skills among peers, subordinates, supervisors, students, and parents.
- 11) Demonstrates teaching conduct consistent with missions to which school council, local Board, and State Board for Elementary and Secondary Education are committed.
- 12) Plans and supervises purposefully for instructional assistants and volunteers and cooperatively with department heads or leaders, instructional and guidance facilitators, evaluates his/her job performance.
- 13) Evaluates own overall performance to model/teach keep learning goals and implements a program of professional development.
- 14) Promotes self-discipline and self-control.
- 15) Aids in the administration of group standardized tests in accordance with the district or state regulations.
- 16) Performs any other such duties as so designated by the immediate supervisor/Principal.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board policy on Evaluation of Certified Personnel.

Standards and Performance Criteria for Teachers

STANDARD 1: Demonstrates Professional Leadership

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

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 1.1 Builds positive relationships within and between school and community.
- 1.2 Promotes leadership potential in colleagues.
- 1.3 Participates in professional organizations and activities.
- 1.4 Writes and speaks effectively.
- 1.5 Contributes to the professional knowledge and expertise about teaching and learning.
- 1.6 Guides the development of curriculum and instructional materials.
- 1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 1.8 Initiates and develops educational projects and programs.
- 1.9 Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 1.10 Demonstrates leadership related to assignment, including attendance and punctuality and evaluating results.
- 1.11 Performs duties consistent with school, community goals and administrative regulations.

STANDARD 2: Demonstrates Knowledge of Content

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

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 2.1 Communicates a breadth of content knowledge across the discipline(s) to be taught.
- 2.2 Communicates a current knowledge of discipline(s) taught.
- 2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.
- 2.4 Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.
- 2.5 Connects content knowledge to real-world applications.

- 2.6 Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
- 2.7 Analyzes sources of factual information for accuracy.
- 2.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
- 2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

STANDARD 3: Designs/Plans Instruction

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

PERFORMANCE CRITERIA:

The extent to which the teacher:

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

STANDARD 4: Creates/Maintains Learning Climate

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

PERFORMANCE CRITERIA:

The extent to which the teacher:

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

STANDARD 5: Implements/Manages Instruction

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

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 5.1 Communicates specific goals and high expectations for learning.
- 5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
- 5.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.

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

STANDARD 6: Assesses and Communicates Learning Results

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

PERFORMANCE CRITERIA:

The extent to which the teacher:

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

STANDARD 7: Reflects/Evaluates Teaching/Learning

The teacher reflects on and evaluates teaching/learning, including, attendance and punctuality and evaluating results.

PERFORMANCE CRITERIA:

The extent to which the teacher:

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

STANDARD 8: Collaborates with Colleagues/Parents/Others

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

PERFORMANCE CRITERIA:

The extent to which the teacher:

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

STANDARD 9: Engages in Professional Development

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

PERFORMANCE CRITERIA:

The extent to which the teacher:

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

STANDARD 10: Demonstrates Implementation of Technology

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

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 10.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.

- 10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 10.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10 Practices equitable and legal use of computers and technology in professional activities.
- 10.11 Facilitates the lifelong learning of self and others through the use of technology.
- 10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 10.13 Applies research-based instructional practices that use computers and other technology.
- 10.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 10.15 Uses technology to support multiple assessments of student learning.
- 10.16 Instructs and supervises students in the ethical and legal use of technology.

McLean County Teacher Formative Evaluation Instrument (A)

Employee _____ Date _____ Work site _____ Tenured _____ Non-Tenured _____
Pre-Ob. Conf. Y N

Standards 2 - 6 and 10 are observed primarily through classroom observations.
Standards 1, 7 - 9, & 10 are observed throughout the employee contract period as the day-to-day duties & responsibilities are met.

STANDARD 2: Knowledge of Content

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

Comments _____

STANDARD 3: Designs/Plans Instruction

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

- 3.10 Secures and uses a variety of appropriate schools and community resources to support learning.
- 3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful & creative.
- 3.12 Use knowledge acquired from past teaching experiences to anticipate instructional challenges.

Comments _____

STANDARD 4: Creates/Maintains Learning Climate

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

Comments _____

STANDARD 5: Implements/Manages Instruction

- 5.1 Communicates specific goals and high expectations for learning.
- 5.2 Connects learning with student's prior knowledge, experiences and backgrounds and aspirations for future roles.
- 5.3 Models/demonstrates the skills, concepts, attributes and/or thinking processes to be learned.
- 5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
- 5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.
- 5.6 Stimulates students to reflect on their own ideas and those of others.
- 5.7 Uses appropriate questioning strategies to help students solve problems and think critically.
- 5.8 Manages student examination of social issues relative to course content, possible responses & associated consequences.
- 5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
- 5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines.

- 5.11 Makes effective use of media and technologies.
- 5.12 Makes efficient use of physical and human resources and time.
- 5.13 Provides opportunities for students to use and practice what is learned.
- 5.14 Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.

Comments _____

STANDARD 6: Assesses and Communicates Learning Results

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

Comments _____

STANDARD 10: Demonstrates Implementation of Technology

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

- 10.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10 Practices equitable and legal use of computers and technology in professional activities.
- 10.11 Facilitates the lifelong learning of self and others through the use of technology.
- 10.12 Explores, uses and evaluates technology resources: software, applications, and related documentation.
- 10.13 Applies research-based instructional practices that use computers and other technology.
- 10.14 Use computers and other technology for individual, small group and large group learning activities.
- 10.15 Uses technology to support multiple assessments of student learning.
- 10.16 Instructs and supervises students in the ethical and legal use of technology.

Comments _____

A4

McLean County Teacher Formative Evaluation Instrument (B)

Tenured _____ Non-Tenured _____

Employee _____ Date _____ Work site _____ Pre-Ob. Conf. Y _____ N _____

Standards 2 - 6 and 10 are observed primarily through classroom observations.

Standards 1, 7 - 9, & 10 are observed throughout the employee contract period as the day-to-day duties & responsibilities are met.

STANDARD 1: Professional Leadership

- 1.1 Builds positive relationships within and between school and community.
- 1.2 Promotes leadership potential in colleagues.
- 1.3 Participates in professional organizations and activities.
- 1.4 Writes and speaks effectively.
- 1.5 Contributes to the professional knowledge and expertise about teaching and learning.
- 1.6 Guides the development of curriculum and instructional materials.
- 1.7 Participates in policy design and development the local school, within professional organizations and/or within community organizations with educationally related activities.
- 1.8 Initiates and develops educational projects and programs.
- 1.9 Practices effective listening, conflict resolution and group-facilitation skills as a team member.
- 1.10 Demonstrates leadership related to assignment, including attendance and punctuality and evaluating results.
- 1.11 Performs duties consistent with school, community goals and administrative regulations.

Comments _____

STANDARD 7: Reflects/Evaluates Teaching/Learning

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

Comments _____

STANDARD 8: Collaborates with Colleagues/Parents/Others

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

Comments _____

STANDARD 9: Engages in Professional Development

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

Comments _____

STANDARD 10: Demonstrates Implementation of Technology

- 10.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3 Demonstrates knowledge of the use of technology in business, industry and society.
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- 10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 10.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10 Practices equitable and legal use of computers and technology in professional activities.
- 10.11 Facilitates the lifelong learning of self and others through the use of technology.
- 10.12 Explores, uses and evaluates technology resources: software, applications and related documentation.
- 10.13 Applies research-based instructional practices that use computers and other technology.
- 10.14 Uses computers and other technology for individual, small group and large group learning activities.
- 10.15 Uses technology to support multiple to support multiple assessments of student learning.
- 10.16 Instructs and supervises students in the ethical and legal use of technology.

Comments _____

Individual Growth Plan (standards for focus) Standard# _____

This observation was discussed in a conference between the evaluator and evaluatee on _____.

Evaluatee _____ **Evaluator** _____

Comments (may be continued on back)

SUMMATIVE EVALUATION FOR TEACHERS

Tenured _____ (By May 15th)
 Non-Tenured _____ (By April 15th)

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

Evaluatee _____ Grade/Content Area _____

Evaluator _____ Position _____

Work Site _____

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

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

<u>Ratings:</u> <u>Standards:</u>	<u>Meets</u> <u>Standard</u>	<u>Meets Standard</u> <u>With Reservation</u>	<u>*Does Not Meet</u> <u>Teacher Standard</u>
1. Demonstrates Professional Leadership	_____	_____	_____
2. Demonstrates Knowledge of Content	_____	_____	_____
3. Designs and Plans Instruction	_____	_____	_____
4. Creates/Maintains Learning Climate	_____	_____	_____
5. Implements /Manages Instruction	_____	_____	_____
6. Assesses and Communicates Learning Results	_____	_____	_____
7. Reflects/Evaluates Teaching/Learning	_____	_____	_____
8. Collaborates with Colleagues/Parents/Others	_____	_____	_____
9. Engages in Professional Development	_____	_____	_____
10. Demonstrates Implementation of Technology	_____	_____	_____
Overall Performance:	_____	_____	_____

Failure to meet any standard may be considered grounds for dismissal.

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

Evaluatee's Comments:

Evaluator's Comments:

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

Evaluatee: _____
 Signature _____ Date _____

Evaluator: _____
 Signature _____ Date _____

Employment Recommendation to Central Office:

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

McLean County Schools

Position: LIBRARY MEDIA SPECIALIST

The appointment of library media specialists will be made by the Superintendent upon recommendation of Principal subject to the completion of all requirements relative to their appointment (KRS 160.380).

QUALIFICATIONS

**KDE Certification in Schools Librarianship
Grades K-12, or 7-12**

Reports to: Principal

PERFORMANCE RESPONSIBILITIES

Management

1. Prepares and administers the media center budget.
2. Develops and implements policies and procedures for the operation of the Librarian Media Center (i.e. selection, circulation, scheduling).
3. Plans and implements a technologically advanced facility and program.
4. Coordinates the school's implementation of KETS (if assigned as School Technology Coordinator).
5. Evaluates LMC programs, services facilities, and materials to ensure optimum use.

Organization

1. Helps with selection, trains, and supervises classified personnel, student assistants, and adult volunteers to perform duties efficiently.
2. Helps evaluate the library classified personnel.
3. Selects materials and technology which support the school's curriculum and educational philosophy.
4. Withdraws obsolete materials.
5. Classifies, catalogs, processes and organizes for circulation, the educational media and technology for easy access.

6. Establishes and follows procedures for maintenance and repair of all media.
7. Maintains a current inventory of holdings.
8. Maintains the LMC to be a functional, attractive and orderly environment which encourages maximum use.
9. Manages student behavior in a constructive manner.

Instructional Consultant

1. Assists teachers and students in using information resources and incorporating information skills into classroom curriculum.
2. Promotes maximum use of the LMC by establishing policies and procedures of flexible access by staff and students.
3. Serves on committees involved with designing learning activities for students, curriculum revision and or textbook adoption.
4. Plans cooperatively with teachers to integrate research, information retrieval skills, and literature appreciation into the curriculum.

Professional

1. Is willing to provide professional staff development for staff.
2. Provides access to professional materials and information for school staff.
3. Adheres to established laws, policies, rules and regulations (including copyright laws).
4. Submits reports promptly.
5. Participates in various professional organizations and activities which relate to library media and technology (i.e. visits other LMC's; participates in continuing education courses, workshops and conferences; presents at professional meetings).
6. Promotes the Library Bill of Rights/Intellectual Freedom.
7. Utilizes current research and methods in areas of technology, teaching, learning, and library and information science.

Communication

1. Promotes a positive relationship with students, staff and community.
2. Publicizes the LMC programs, services and materials through newsletters, announcements and in other creative ways.
3. Networks with other libraries and shares resources.
4. Submits to administration/SBDM and faculty statistical reports which support LMC goals and programs.

Other duties as assigned by principal.

Evaluation: Performance of this job will be evaluated in accordance with the provisions of meeting the standards of the Board Policy on Evaluation of Certified Personnel.

Reviewed and agreed upon by:

Evaluatee _____ DATE _____

Immediate Supervisor _____

Evaluation Standards and Performance Criteria for Media Specialist

Standard 1: Demonstrates Proficiency in Management and Administration of the Library Media Center

- 1.1 Plans long-range goals of the library media center program with faculty, administration, and students
- 1.2 Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the library media center program
- 1.3 Administers the budget according to the goals and objectives of the program
- 1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center
- 1.5 Develops library media center policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology
- 1.6 Administrates a library media program that utilizes flexible access
- 1.7 Develops plans for maintaining a technologically current facility and program
- 1.8 Organizes, classifies, and catalogs library materials, following nationally recognized professional standards
- 1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs and facilities
- 1.10 Organizes and maintains the library media center as a functional, attractive, safe and orderly environment for optimal use by students and faculty
- 1.11 Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways
- 1.12 Is responsible for the proper use of the facility, materials, and equipment
- 1.13 May plan and/or participate in special projects or proposals, e.g. book fairs
- 1.14 Trains and supervises library media center clerical staff, volunteers, and student helpers
- 1.15 Demonstrates leadership related to assignment, including attendance and punctuality and evaluating results.
- 1.16 Performs duties consistent with school, community goals and administrative regulations.

Standard 2: Provides Exemplary Resources Through Collection Development

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

Standard 3: Provides Effective Library Media Services

- 3.1 Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school
- 3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening
- 3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers
- 3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum
- 3.5 Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections
- 3.6 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials
- 3.7 Assists faculty in the selection of materials to supplement instruction
- 3.8 Establishes positive rapport with staff and students
- 3.9 Makes the library media center and its resources accessible to students and faculty
- 3.10 Provides orientation for new faculty and students

- 3.11 Maintains effective communication with staff and students, e.g., informs of new acquisitions and services
- 3.12 Facilitates the circulation of materials among schools in the district or with other agencies
- 3.13 Is available as a personal resource for all students and faculty
- 3.14 Provides the resources and promotes recreational reading for the school community

Standard 4: Enables Students to Become Effective Information Users

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

Standard 5: Manages Student Behavior

- 5.1 Established/maintains behavioral expectations (class rules) of students
- 5.2 Monitors students' behaviors according to local school/district policies and procedures
- 5.3 Reinforces acceptable student behaviors with genuine specific praise
- 5.4 Holds each students accountable for his/her own behaviors
- 5.5 Manages disruptive behavior constructively while maintaining instructional momentum
- 5.6 Demonstrates fairness and consistency when managing disruptive behaviors and enforces consequences
- 5.7 Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors

Standard 6: Communicates Effectively

- 6.1 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions
- 6.2 Speaks distinctly and clearly
- 6.3 Adjusts volume and tone for emphasis
- 6.4 Models correct grammar and pronunciation
- 6.5 Provides clear instructions
- 6.6 Shares student expectations, criteria for assessment, student progress with parents in meetings, conferences, written progress reports, etc.
- 6.7 Displays awareness of space and presence when interacting with others
- 6.8 Maintains positive interactions with others
- 6.9 Makes effective uses of non-verbal cues, expressions, gestures, etc.

Standard 7: Exhibits Professionalism

- 7.1 Evaluates self to identify needs for instructional improvement
- 7.2 Develops/reviews a professional growth plan congruent with school/district goals and missions
- 7.3 Reviews professional growth plan annually and revises plan as needs/goals/change
- 7.4 Participates in professional development activities (continuing education, workshops, seminars, action based research, teacher networks, etc.)
- 7.5 Shares instructional materials, information, ideas with colleagues
- 7.6 Strives to improve instruction on a consistent basis
- 7.7 Maintains appropriate confidentiality regarding students' behaviors and performances
- 7.8 Upholds and models Kentucky's School Personnel Code of Ethics
- 7.9 Encourages professional growth of peers

Standard 8: Meets Job Expectations/Descriptions

- 8.1 Follows proper channels to address issues and problems
- 8.2 Meets assigned time frames as stipulated
- 8.3 Serves on various school/district committees
- 8.4 Follows school/district policies and procedures including employee time and attendance
- 8.5 Performs other (out-of-class) duties consistent with contract/job expectations

Standard 9: Demonstrates Implementation of Technology

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

Evaluation Standards and Performance Criteria for Media Specialist

Standard 1: Demonstrates Proficiency in Management and Administration of the Library Media Center

- 1.1 Plans long-range goals of the library media center program with faculty, administration, and students.
- 1.2 Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the library media center program.
- 1.3 Administers the budget according to the goals and objectives of the program.
- 1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.
- 1.5 Develops library media center policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.
- 1.6 Administers a library media program that utilizes flexible access.
- 1.7 Develops plans for maintaining a technologically current facility and program.
- 1.8 Organizes, classifies, and catalogs library materials, following nationally recognized professional standards.
- 1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs and facilities.
- 1.10 Organizes and maintains the library media center as a functional, attractive, safe and orderly environment for optimal use by students and faculty.
- 1.11 Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.
- 1.12 Is responsible for the proper use of the facility, materials, and equipment.
- 1.13 May plan and/or participate in special projects or proposals, e.g. book fairs.
- 1.14 Trains and supervises library media center clerical staff, volunteers, and student helpers.
- 1.15 Demonstrates leadership related to assignment, including attendance and punctuality and evaluating results.
- 1.16 Performs duties consistent with school, community goals and administrative regulations.

Comments _____

Standard 2: Provides Exemplary Resources Through Collection Development

- 2.1 Follows the district approved selection policy which includes a procedure for the reconsideration of materials.
- 2.2 Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.
- 2.3 Chooses materials using selection tools, bibliographies, periodical reviews, workshops and professional judgment recommendations.
- 2.4 Maintains a professional collection for school staff.
- 2.5 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy.
- 2.6 Keeps a card or automated catalog current.

- 2.7 Maintains statistical records and shelf list needed to verify collection of the library media center holdings.
- 2.8 Makes general repairs, weeds collection, and takes annual inventory.

Comments _____

Standard 3: Provides Effective Library Media Services

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

Community _____

Standard 4: Enables Students to Become Effective Information Users

- 4.1 Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of education reform, core content, and academic expectation.
- 4.2 Informally evaluates individual and group needs and provides appropriate learning experiences.

- 4.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.
- 4.4 Provides for independent and cooperative group learning.
- 4.5 Guides students in the selection of appropriate resources.
- 4.6 Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.
- 4.7 Promotes appreciation of various forms of literature emphasizing the highest quality.
- 4.8 Encourages students to develop lifelong reading, listening, viewing, critical thinking skills, and become skilled in all modes of communication.
- 4.9 Incorporates the use of technology in accessing information.
- 4.10 Assists students in the use of multi-media for completed projects.

Comments _____

Standard 5: Manages Student Behavior

- 5.1 Established/maintains behavioral expectations (class rules) of students.
- 5.2 Monitors students' behaviors according to local school/district policies and procedures.
- 5.3 Reinforces acceptable student behaviors with genuine specific praise.
- 5.4 Holds each student accountable for his/her own behaviors.
- 5.5 Manages disruptive behavior constructively while maintaining instructional momentum.
- 5.6 Demonstrates fairness and consistency when managing disruptive behaviors and enforces consequences.
- 5.7 Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors.

Comments _____

Standard 6: Communicates Effectively

- 6.1 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions.
- 6.2 Speaks distinctly and clearly.
- 6.3 Adjusts volume and tone for emphasis.
- 6.4 Models correct grammar and pronunciation.
- 6.5 Provides clear instructions.
- 6.6 Shares student expectations, criteria for assessment, student progress with parents in meetings, conferences, written progress reports, etc.

- 6.7 Displays awareness of space and presence when interacting with others.
- 6.8 Maintains positive interactions with others.
- 6.9 Makes effective uses of non-verbal cues, expressions, gestures, etc.

Comments _____

Standard 7: Exhibits Professionalism

- 7.1 Evaluates self to identify needs for instructional improvement.
- 7.2 Develops/reviews a professional growth plan congruent with school/district goals and missions.
- 7.3 Reviews professional growth plan annually and revises plan as needs/goals/change.
- 7.4 Participates in professional development activities (continuing education, workshops, seminars, action based research, teacher networks, etc.).
- 7.5 Shares instructional materials, information, ideas with colleagues.
- 7.6 Strives to improve instruction on a consistent basis.
- 7.7 Maintains appropriate confidentiality regarding students' behaviors and performances.
- 7.8 Upholds and models Kentucky's School Personnel Code of Ethics.
- 7.9 Encourages professional growth of peers.

Comments _____

Standard 8: Meets Job Expectations/Descriptions

- 8.1 Follows proper channels to address issues and problems.
- 8.2 Meets assigned time frames as stipulated.
- 8.3 Serves on various school/district committees.
- 8.4 Follows school/district policies and procedures including employee time and attendance.
- 8.5 Performs other (out-of-class) duties consistent with contract/job expectations.

Comments _____

Standard 9: Demonstrates Implementation of Technology

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

Comments _____

Individual Growth Plan (standards for focus) **Standard#** _____

This observation was discussed in a conference between the evaluator and evaluatee on _____.

Evaluatee _____

Evaluator _____

Comments (may be continued on back)

SUMMATIVE EVALUATION FOR MEDIA SPECIALIST

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

Evaluatee _____ School _____ Tenured _____ (By May 15th)
 Non-Tenured _____ (By April 15th)

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

STANDARDS:	Meets Standards	Meets Standards With Reservations	Does NOT Meet Standards
1. Demonstrates proficiency in management and administration of the LMC	_____	_____	_____
2. Provides exemplary resources through collection development	_____	_____	_____
3. Provides effective library media services	_____	_____	_____
4. Enables students to become effective information users	_____	_____	_____
5. Manages student behavior	_____	_____	_____
6. Communicates effectively	_____	_____	_____
7. Exhibits professionalism	_____	_____	_____
8. Meets job expectation/descriptions	_____	_____	_____
9. Demonstrates implementation of technology	_____	_____	_____
Overall Performance:	_____	_____	_____

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

1. 2. 3. 4. 5. 6. 7. 8. 9.

Evaluatee's Comments:

Evaluator's Comments:

 Teacher's Signature Date Evaluator's Signature Date

- _____ Meets media specialist standards for re-employment
- _____ Meets media specialist standards with reservation
- _____ Does not meet media specialist standards for re-employment

***Any rating in the "does not meet standards" column requires the development of an Individual Corrective Action Plan. Opportunities for appeal process at local and state level are a part of the District Evaluation Plan. Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement of disagreement. An appeal may be written on proper form and given to the Chairperson of the Evaluation Appeals Panel within ten (10) working days immediately following receipt of the summative form.**

Corrective Action Team

The purpose of the Corrective Action Team is to provide the employee every possibility to attain the District Standards of Performance. ANY EMPLOYEE, teacher or administrator, should understand that the request for an assistance team is the evaluator trying to help the employee meet standards and avoid additional personnel actions.

Each certified employee of the District is required to have an individual professional growth plan which may be either for enrichment or assistance. An assistance growth plan is to provide the employee with 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, time is allowed to improve performance and demonstrate that the standard has been attained.

The evaluator will provide 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 performance. After observations and implementation of an assistance growth plan that has made little or no difference in the employee reaching standards, the evaluator must make a decision. It is at this time that the evaluator may choose to seek the help of an assistance team to work with the employee.

The following procedures would be initiated.

- Evaluator conferences with employee and indicates the desire to form an assistance team. (If the employee refuses assistance, the evaluator has few options available)
- In collaboration with said employee, a team is mutually selected.
- Evaluator/employee/and team 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 performance toward meeting the standard even with the help of an assistance team, then the evaluator must take the necessary steps toward cancellation of the contract.

Corrective Action Log of Activities

Employee _____

Date of Meeting _____

Persons Present: _____

Summary of Meeting:

Recommendations:

Next Meeting: _____

Immediate Supervisor of Employee: _____

CORRECTIVE ACTION RECORD

Dates 

Observations				
Professional Growth Plan Developed				
Corrective Action Team Requested				
Corrective Action Team Selected				
Evaluator/Evaluated/Team Meeting to explain Assistance				
1st Meeting of Team				
2nd Meeting of Team				
3rd Meeting of Team				
4th Meeting of Team				
Summative Evaluation				
Conference with Superintendent and /or Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

Signature : _____

Evaluator _____

Date _____

THE APPEALS PANEL

All members of the appeals panel shall be current employees of the district. Two members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship) One member of the panel is appointed by the Superintendent who notifies the board of the appointment and enters concurrence in Board minutes.

Reference: KRS 156.557 & 704 KAR3: 345.

In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. Release time shall be provided for panel members at the discretion of the same. Funding for panel expenses will be provided from the general fund.

The Superintendent shall also appoint a member to serve on the panel and an alternate. The panel shall elect its chairperson for each appeal.

The length of term for an appeals panel member shall be three years. Panel members may be re-elected for the position. The panel members shall assume their responsibilities as soon as the election results are announced. Elections shall be conducted and appointments made during the month of September.

The election shall be conducted by the District Contact Person using the following

- Criteria:
- Open Nomination
 - Secret Ballot
 - One person /one vote
 - All certified employees given the opportunity to vote

Panel Members may seek training through the District Contact Person.

APPEALS PANEL HEARING PROCEDURES

The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. Any certified employee may, within ten working days of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the plan. Upon receiving the request the panel will schedule a **PRELIMINARY HEARING** to provide documentation to all parties and the panel and explain Procedure. The chairperson of the panel shall be elected by the panel for each appeal. **Four (4) copies of all documentation to be considered in the appeal shall be made available at this time. One copy for each of the committee and evaluator/evaluatee shall be provided.** The chairperson shall convene the Preliminary Hearing and explain procedures for the **Appeals Panel Hearings as follows.** The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide for legal counsel to the panel if requested. The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluatee, evaluator and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony. After the evaluatee and evaluator leave, the appeals committee shall remain and review all documents and formulate questions for the hearing.

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

The panel's recommendation may include one of the following :

- a. uphold the original evaluation
- b. remove the summative or any part of the summative from the personnel file which the panel finds in error.

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

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

APPEALS PANEL HEARING REQUEST FORM

I, _____ have been evaluated
by _____ during the current
evaluative cycle. My disagreement with the findings of the summative
have been thoroughly discussed with my evaluator.

I respectfully request the District Evaluation Appeals panel to hear my
appeal.

This appeal challenges the summative findings on: _____

_____ substance
_____ procedure
_____ both substance & procedure

Signature _____ Date _____

Date of Summative conference _____

Date evaluator notified of intent to appeal _____

This form shall be presented in person or by mail to any member of the appeals
panel within ten working days of completion of the summative conference.