

METCALFE COUNTY BOARD OF EDUCATION
“Improving Lives and On The Move!”

PERFORMANCE EVALUATION FOR
CERTIFIED TEACHERS AND
ADMINISTRATORS

METCALFE COUNTY BOARD OF EDUCATION
1007 WEST STOCKTON STREET
EDMONTON, KY 42129
PATRICIA HURT, SUPERINTENDENT

2009-2010

TEACHER AND ADMINISTRATOR PERFORMANCE EVALUATION

Revised March 2009

**The complete Teacher and Administrator
Performance Evaluation Policy Document for all
certified personnel is on file in each school and the
District's office and is available upon request to
all employees or interested parties.**

The Metcalfe County Schools do not discriminate on the basis of race, color, national origin, sex, religion, age or disability in the employment or the provision of services. Any and/or all questions or issues related to discrimination policies, procedures or practices are to be directed to the Office of Superintendent, Metcalfe County Board of Education, 1007 West Stockton Street, Edmonton, KY 42129, 1-270-432-3171.

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CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

NAME OF DISTRICT: METCALFE COUNTY
TELEPHONE NUMBER: (270) 432-3171
ADDRESS: 1007 WEST STOCKTON
EDMONTON, KY 42129
SUPERINTENDENT: MS. PATRICIA HURT
DESIGNATED CONTACT PERSON: MR. BENNIE C. STEPHENS

EVALUATION PLAN DEVELOPMENT COMMITTEE MEMBERS AND TITLES:

CINDY GARRETT	TEACHER
LAURA REED	TEACHER
TANYA RICHARD	TEACHER
JAY WHITE	TEACHER
JARROD WILLS	TEACHER
KIM COLEMAN	GUIDANCE COUNSELOR
RON HURLEY	SSE PRINCIPAL
RITA MCMURTREY	DIRECTOR OF ELEMENTARY EDUCATION
JAMIE MOSS	DIRECTOR OF SPECIAL SERVICES
BENNIE C. STEPHENS	DIRECTOR OF SECONDARY EDUCATION

ASSURANCES

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Metcalfe 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 all certified employees will be evaluated annually.

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on April 20, 2009.

Patricia Hurt
Signature of District Superintendent

April 20, 2009
Date

Steve Thompson
Signature of Chairperson, Board of Education

April 20, 2009
Date

TEACHER AND ADMINISTRATION EVALUATION METCALFE COUNTY SCHOOLS

INTRODUCTION

A comprehensive system for teacher evaluation is an essential component of improving the teaching and learning process. In order to develop and implement an evaluation system for Metcalfe County, a committee comprised of teachers and administrative personnel was established. This report, including the evaluation system and instruments, was developed by their efforts and subsequently reviewed and approved.

ASSUMPTIONS

In the development of the evaluation system, the Evaluation Committee made the following assumptions:

- * The public is holding schools more accountable for the achievement and behavior of students.
- * The public expects that school personnel will be evaluated on a regular basis.
- * The evaluation process should be a means of professional self-actualization. It is our professional responsibility to grow and improve.
- * Evaluation can be a positive approach to improving teacher and administrator performance.
- * Teachers and administrators have a strong desire to be successful.
- * All evaluations must be based on performance criteria, which are understood clearly by those being evaluated and those conducting the evaluation.
- * Effective evaluation must emphasize continued improvement rather than a post-performance rating process.

SCHOOL AND TEACHER EFFECTIVENESS AND PRODUCTIVITY

As a basis for establishing an evaluation system, the committee reviewed the literature and research related to effective schools. The following are characteristics demonstrated through effective educational programs.

- Strong and facilitative instructional leadership.
- High expectations for students and faculty.
- Emphasis on learning as the top priority.
- A pleasant and orderly atmosphere.
- Stress on rewards rather than punishments.
- Continual monitoring of student progress.
- Existence of a short and long-range plan of action.
- Committed to mastery of subject matter.
- Yearly evaluations of program and staff.
- Active parent and community involvement.
- A professional development system for teacher/administrator improvement.
- School-wide academic goals, which are clearly defined.
- A curriculum, which is closely linked to school-wide and district-wide goals.
- Basic rules of conduct are clearly established and consistently enforced.
- Teachers hold high expectations for students and for themselves.
- Teachers check student progress on a frequent and systematic basis.
- Teachers assign meaningful homework and monitor it carefully.
- Students take responsibility for their own learning and behavior.
- Students spend a majority of school time on learning and behavior.
- Teachers choose curriculum materials that match students' abilities.
- Teachers rely on a variety of teaching strategies to help students achieve a high rate of success.
- Teachers and principals care about students and communicate that message to parents and students in words and deeds.
- Principals, who are strong leaders, listen and act upon requests from students, teachers and support staff.
- Parents and community members are encouraged to participate in school activities.
- Teachers are kept up-to-date on instruction and technology through planned professional development.

The evaluation system contained in this report is directly related to the characteristics of school and teacher and administrator effectiveness listed above. The goal of the Evaluation Committee is not only to improve upon the evaluation system but also to create and maintain a system that will enhance student achievement through more effective and productive instructional practices in the schools and classrooms.

DEFINITIONS

Teacher means any certified staff person who directly instructs students.

Administrator means any certified person who devotes the majority of his/her employed time to service as a principal, assistant principal, supervisor, coordinator, director, pupil personnel worker, guidance counselor, or superintendent.

Other Support Staff means any certified staff other than teacher or administrator.

Evaluation means 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, based on predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products and performances. Evaluation shall also include the establishment and monitoring of a professional growth plan.

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.

Summative Evaluation means the summary of, and conclusions from, all evaluation data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written report on District adopted evaluation forms.

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

Pre-observation Conference means a meeting involving the evaluator and the person being evaluated for the purpose of reviewing performance criteria, reviewing procedures and data collection, etc., reviewing lesson plans (if appropriate) and scheduling observation(s) (if appropriate).

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

Performance Criteria means performance areas, skills, or outcomes on which the certified employee shall be evaluated based on position and the district plan.

Indicators means measurable behaviors and outcomes which demonstrate performance criteria

Standards of Performance means acceptable qualitative or quantitative level of performance expected of effective teachers or administrators.

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

Job Category a group or class or positions with closely related functions (e.g., principal, coordinator, and director).

Evaluation Cycles consists of a minimum of two formative evaluations and one summative evaluation for non-tenured teachers and a minimum of one formative and one summative evaluation for tenured teachers.

Base School is a designation of certified personnel assigned full-time to a school. The Superintendent assigns itinerant teachers to a base school.

Professional Growth Plan means a plan whereby the person being evaluated establishes goals for enrichment and development and the assistance of the evaluator is identified. The individualized plan includes objectives, a plan for achieving the objectives and method for evaluating success. The individualized professional growth plan shall be aligned with specific goals and objectives of the school improvement and professional development or transformation plans.

POLICY STATEMENT

1. The specific purposes of evaluation will be:
 - a. To improve instruction;
 - b. To provide a measure of performance accountability to citizens;
 - c. Foster professional growth and give assistance to certified employees;
 - d. To support individual personnel decisions.
2. It is the policy of the Metcalfe County Board of Education that all certified employees be evaluated on a regular, systematic basis. All evaluators shall be trained, tested and approved according to 704 KAR 3:345, Article 2-3. All evaluators shall maintain certification according to 704 KAR 3:345.
3. The district will provide training for the primary evaluators in the local evaluation process.
4. All certified employees including administrators will be evaluated annually.
5. 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.
6. The principal or primary evaluator of the employee's base school will evaluate all itinerant teachers. The principal of the base school shall be responsible for evaluating the itinerant teacher during the appropriate cycles for that teacher. The principal of all schools in which they serve may evaluate itinerant teachers.
7. The evaluation of each employee shall be conducted/supervised by the immediate supervisor. Additional trained and certified 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.
8. All evaluations of certified employees shall be documented on district forms, the evaluatee shall have the opportunity to make a written response, and the evaluation shall become part of the official personnel record.
9. Each evaluation of certified employees shall include both formative and summative procedures.
10. All monitoring or observations of the performance of a certified employee shall be conducted with the full knowledge of the employee.
11. By the end of the first month of reporting for employment for each school year, the criteria on which certified school personnel are to be evaluated will be explained and discussed. This shall be accomplished in groups or individual setting. The primary evaluator shall be responsible for documentation of the orientation of all certified personnel assigned to his/her supervision. A copy of the documentation shall be sent to the district contact person immediately following all orientations. 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 month shall not apply to the employee until the following school year.

12. Non-tenured teachers will have a minimum of two scheduled observations, which will consist of a pre-observation conference, observation and post-observation (formative) conference. A summative conference will be held after all observations have been completed. Tenured teachers will have a minimum of one scheduled observation, which will consist of a pre-observation conference, observation and post-observation (formative) conference. A summative conference will be held after all observations have been completed.
13. Unannounced or as needed observations may occur and may provide information relative to job performance criteria.
14. A scheduled observation shall be no less than thirty (30) minutes. Unannounced or unscheduled observations may be less than thirty minutes.
15. **Teacher Standards (revised 2008) and portions of the Standards and Indicators for School Improvement (SISI) will be used to evaluate all teachers. Interstate School Leaders Licensure Consortium (ISLLC) Standards and portions of the Standards and Indicators for School Improvement will be used to evaluate all administrators. An employee's rating for each standard on the summative evaluation report will be determined by averaging the ratings of the standards of performance from the formative evaluation report(s).**
16. All certified employees shall annually develop a professional growth plan aligned with specific goals and objectives of school improvement and professional development or comprehensive improvement plan. The growth plan will establish goals for enrichment and development and identify the assistance of the evaluator. All growth plans shall be reviewed annually.
17. Formative evaluation shall include a conference(s) between the evaluator and the certified employee being evaluated to be held within one work week following each scheduled observation.
18. A completed and signed copy of the evaluation forms will be provided to each person being evaluated immediately following the formative and/or summative evaluation conference.
19. All personnel who are evaluated shall have an opportunity to respond in writing to the evaluation. Responses shall be placed in the personnel file of the person being evaluated and become a part of the official personnel record. The file may be examined upon request to the Superintendent or his/her designee.
20. The District shall provide an Evaluation Appeals Panel. All certified employees shall be entitled to an appeal process regarding their summative evaluation, which shall include a right to a hearing, opportunity to review all documents presented in an appeal, and the right to the presence of a chosen representative. The certified employee has the opportunity to appeal to the Kentucky Board of Education.
23. Multiple observations may be conducted with any certified employee whose observation results are unsatisfactory.
24. The Superintendent shall name a district contact person who shall be responsible for monitoring evaluation training and implementing the evaluation plan.
25. The Board of Education shall annually review the Evaluation Plan.

NOTIFICATION AND TIME LINE

Evaluation Orientation Conference

Annually each primary evaluator will be responsible for an explanation and discussion of appropriate evaluation forms, job descriptions, and growth plan forms to all certified personnel under his/her supervision no later than the end of the first month of reporting for employment.

Each evaluator will establish a time line for evaluations. It shall be the responsibility of the evaluator to ensure that all certified personnel are evaluated within the required cycles.

ASSISTANCE PLAN

Each person evaluated will develop an annual/continuous professional growth plan as required in regulation and will use the District form. This instrument, properly used, will meet the requirement for Professional Growth Plans included in Kentucky Department of Education regulations.

After the development of professional growth plans, each evaluator will provide assistance to each employee in meeting the goal, objectives, and activities as stated in the plan. The evaluator shall document the assistance provided in the growth plan. In addition, each staff member, through professional development activities, will have an opportunity to meet some of his/her professional growth plans.

Each principal is charged with the responsibility of conducting on-going professional development activities during the school year. The activities are to be designed to meet the improvement needs of the staff and to advance the goals of the school.

The supervisory staff will assist with training throughout the school year. These meetings will be designed to meet professional growth needs at the request of the teacher or principal.

APPEALS PROCESS

If a certified employee is displeased with the conferences and results of the summative evaluation he/she may appeal his/her summative evaluation as specified in the Appeals Panel Local District Policy (MCBE 03.18).

OTHER IMPORTANT DATES

July 1-June 30	Evaluation Appeals Committee Term
July	District will provide training for the primary evaluators in the local evaluation process
Within one month of reporting for employment	Discuss evaluation process and criteria for evaluation explained to all certified personnel
February 15	Last day to notify in writing to primary evaluator if a third-party observer is desired
March 30	All evaluations completed with original summative evaluations and individual growth plan (IGP) submitted to central office

**METCALFE COUNTY SCHOOLS
PRE-OBSERVATION LESSON PLAN**

Name _____ Date _____ Time _____

Grade Level _____ Subject _____ Topic _____

No. of Students _____ No. of Students with IEPs _____

Complete criteria below or attach formal lesson to include the following items:

Objectives

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

Core Content/Academic Expectations

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

Materials

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

Procedures

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

Student Assessment

Clearly state how you will assess student progress:

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

Professional Growth Plan Connections

Certified Employee Signature

Date

Observer's Signature

Date

**Metcalfe County Schools
Teacher
Formative Evaluation Report**

Name _____ Date _____ School _____

Standards Performance

4 = Consistently 3 = Frequently 2 = Occasionally 1 = Seldom

Standards/Performance Criteria

Performance/Product/Portfolio Ratings

(4-3-2-1)

1.0	Demonstrates Applied Content Knowledge*	Meets	Growth Needed	Unsatisfactory	Professional Growth Activities Discussed
1.1	Communicates concepts, processes, and knowledge.				
1.2	Connects content to life experiences of student.				
1.3	Demonstrates instructional strategies that are appropriate for content and contribute to student learning.				
1.4	Guides students to understand content from various perspectives.				
1.5	Identifies and addresses students' misconceptions of content.				
1.1a *	There is evidence that the classroom curriculum is aligned with Academic Expectations, Core Content for Assessment, Transformations, and Program of Studies				
1.1g *	The classroom curriculum provides access to a common academic core for all students.				

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
2.0	Designs And Plans Instruction*	Meets	Growth Needed	Unsatisfactory	
2.1	Develops significant objectives aligned with standards.				
2.2	Uses contextual data to design instruction relevant to students.				
2.3	Plans assessments to guide instruction and measure learning objectives.				
2.4	Plans instructional strategies and activities that address learning objectives for all students				
2.5	Plans instructional strategies and activities that facilitate multiple levels of learning.				

*SISI Rubric

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
3.0	Creates and Maintains Learning Climate*	Meets	Growth Needed	Unsatisfactory	
3.1	Communicates high expectations.				
3.2	Establishes a positive learning environment.				
3.3	Values and supports student diversity and addresses individual needs.				
3.4	Fosters mutual respect between teacher and students and among students.				
3.5	Provides a safe environment for learning.				
4.1 c*	Teacher holds high expectations for all students academically and behaviorally, and this is evidenced in their practice.				
4.1 e*	Teacher recognizes and accepts his/her professional role in student success and failure.				
4.1 g*	Teacher communicates regularly with families about individual student's progress (e.g., engage through conversation).				
4.1 h*	There is evidence that the teacher cares about students and inspires their best efforts.				
4.1 j*	There is evidence the teacher highly values and publicly celebrates student achievements (e.g. displays of student work, assemblies)				
4.2 *	There is evidence the teacher exhibits promptness, participation, and professionalism at all school related endeavors.				
8.1 d*	There is evidence that the teacher makes efficient use of instructional time and resources to maximize student learning.				
8.1 e*	Teacher promotes vertical and horizontal team planning across content areas and grade configuration that is focused on the goals, objectives, and strategies in the improvement plan (e.g., common planning time for content area teachers, emphasis on learning time and not seat time, and integrated units).				

***SISI Rubric**

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
		Meets	Growth Needed	Unsatisfactory	
4.	Implements And Manages Instruction*				
4.1	Uses a variety of instructional strategies that align with learning objectives and actively engage students.				
4.2	Implements instruction based on diverse student needs and assessment data.				
4.3	Uses time effectively.				
4.4	Uses space and materials effectively.				
4.5	Implements and manages instruction in ways that facilitate higher order thinking.				
3.1 a*	There is evidence that effective and varied instructional strategies are used in the classroom.				
3.1 b*	Instructional strategies and learning activities are aligned with the district, school, and state learning goals and assessment expectations for student learning.				
3.1 c*	Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.				
3.1 d*	Teacher demonstrates the content knowledge necessary to challenge and motivate students to high levels of learning.				
3.1 e*	There is evidence that teachers incorporate the use of technology in their classroom.				
3.1 g*	Teacher examines and discusses student work collaboratively and uses this information to improve their practices				
3.1 h*	There is evidence that homework is frequent and monitored and tied to instructional practice.				

***SISI Rubric**

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
5.	Assesses And Communicates Learning Results*	Meets	Growth Needed	Unsatisfactory	
5.1	Uses pre-assessments.				
5.2	Uses formative assessments.				
5.3	Uses summative assessments.				
5.4	Describes, analyzes, and evaluates student performance data.				
5.5	Communicates learning results to students and parents.				
5.6	Allows opportunity for student self-assessment.				
2.1 a*	Classroom assessments of student learning are frequent, rigorous, and aligned with Kentucky's Core Content.				
2.1 b*	Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.				
2.1 c*	Students can articulate the academic expectations in each class and know what is required to be proficient.				
2.1 d*	Test scores are used to identify curriculum gaps.				
2.1 e*	Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.				
2.1 f*	Performance standards are clearly communicated, evident in the classroom and observable in student work.				
2.1 h*	Samples of student work are analyzed to improve instruction, revise curriculum and pedagogy, and obtain information on student progress.				
5.1 d*	Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.				
5.1 e*	The teacher maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.				

*SISI Rubric

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
6.	Demonstrates The Implementation Of Technology*	Meets	Growth Needed	Unsatisfactory	
6.1	Uses available technology to design and plan instruction.				
6.2	Uses available technology to implement instruction that facilitates student learning.				
6.3	Integrates student use of available technology into instruction.				
6.4	Uses available technology to assess and communicate student learning.				
6.5	Demonstrates ethical and legal use of technology.				

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
7.	Reflects On And Evaluates Teaching And Learning.*	Meets	Growth Needed	Unsatisfactory	
7.1	Uses data to reflect on and evaluate student learning.				
7.2	Uses data to reflect on and evaluate instructional practice.				
7.3	Uses data to reflect on and identify areas for professional growth.				

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
8.	Collaborates With Colleagues/Parents/Others*	Meets	Growth Needed	Unsatisfactory	
8.1	Identifies students whose learning could be enhanced by collaboration.				
8.2	Designs a plan to enhance student learning that includes all parties in the collaborative effort.				
8.3	Implements planned activities that enhance student learning and engage all parties.				
8.4	Analyzes data to evaluate the outcomes of collaborative efforts.				
8.5	Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others				
9.1 a*	Collaborates and works with peers in the development and implementation of the Comprehensive School Improvement Plan (CSIP)				

*SISI Rubric

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
9.	Evaluates Teaching And Implements Professional Development*	Meets	Growth Needed	Unsatisfactory	
9.1	Self assesses performance relative to Kentucky's Teacher Standards.				
9.2	Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.				
9.3	Designs a professional growth plan that addresses identified priorities.				
9.4	Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.				
6.1 e*	Participates in professional growth activities that are on-going, job embedded, and are directly connected to improving student achievement.				
6.2 c*	The teacher uses the employee evaluations to develop an effective professional growth plan to improve student proficiency.				

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
10.	Provides Leadership Within School/Community/Profession*	Meets	Growth Needed	Unsatisfactory	
10.1	Identifies leadership opportunities that enhance student learning and/or professional environment of the school.				
10.2	Develops a plan for engaging in leadership activities.				
10.3	Implements a plan for engaging in leadership activities.				
10.4	Analyze data to evaluate the results of planned and executed leadership efforts.				
10.5	Performs responsibilities related to assignment, including, attendance and punctuality and evaluating results				
10.6	Performs duties consistent with school, community goals and administrative regulations				
10.7	Adheres to the professional code of ethics (16 KAR 1:020)				

*SISI Rubric

Comments:

Evaluatee: _____

Evaluator: _____

Evaluatee Signature

Date

Evaluator Signature

Date

Teacher SUMMATIVE EVALUATION

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

Evaluatee _____ Grade/Content Area _____
 Evaluator _____ Position _____
 School _____
 Date(s) of Conference(s): 1st _____ 2nd _____ 3rd _____ 4th _____

Standard(s) *Indicate a Performance Level of 1, 2, 3, or 4 for each overall standard.*

- _____ 1.* The teacher develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
 - _____ 2.* The teacher uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
 - _____ 3.* The teacher's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.
 - _____ 4.* The teacher functions as an effective member of the learning community and supports a climate conducive to performance excellence.
 - _____ 5.* The teacher works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.
 - _____ 6.* The teacher provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.
 - _____ 8.* There is evidence that the teacher is organized to maximize use of all available resources to support high student and staff performance.
 - _____ 9.* The teacher assists in developing, implementing, and evaluating a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.
- *SISI Rubric

Indicate a Performance Level of 1, 2, 3, or 4 for each overall standard.

Teacher Standards:

1. Demonstrates Applied Content Knowledge.
2. Designs and Plans Instruction.
3. Creates and Maintains Learning Climate.
4. Implements and Manages Instruction.
5. Assesses and Communicates Learning Results.
6. Demonstrates the Implementation of Technology.
7. Reflects on and Evaluate Teaching and Learning.
8. Collaborates with Colleagues/Parents/Others.
9. Evaluates Teaching and Implements Professional Development.
10. Provides Leadership Within School/Community/Profession.

Meets

Unsatisfactory

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Overall Rating

The Individual Professional Growth Plan is a(n) _____ Enrichment _____ Assistive _____ Corrective

Individual Professional Growth Plan reflects a desire/need to acquire further knowledge skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

If the Individual Growth Plan is an assistive or corrective plan, the Formative instrument must be attached.

Comments:

Evaluatee:

Evaluator:

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

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

Signature of Evaluatee

Date

Evaluator:

Signature of Evaluator

Date

Opportunities for appeal processes at both local and state levels are a part of Metcalfe County Board of Education District Evaluation plan.

**Metcalfe County Schools
Instructional Coach
Formative Evaluation Report**

Name _____ Date _____ School _____

Standards Performance

4 = Consistently 3 = Frequently 2 = Occasionally 1 = Seldom

Standards/Performance Criteria

Performance/Product/Portfolio Ratings

(4-3-2-1)

1.0	Demonstrates Applied Content Knowledge*	Meets	Growth Needed	Unsatisfactory	Professional Growth Activities Discussed
1.1	Communicates concepts, processes, and knowledge.				
1.2	Connects content to life experiences of student.				
1.3	Models instructional strategies that are appropriate for content and contribute to student learning.				
1.4	Collaborates with teachers in helping students understand content from various perspectives.				
1.5	Collaborates with teachers to identify and addresses students' misconceptions of content.				
1.1a *	Collaborates with teachers to ensure the classroom curriculum is aligned with Academic Expectations, Core Content for Assessment, Transformations, and Program of Studies				
1.1g *	Ensures the classroom curriculum provides access to a common academic core for all students.				

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
2.0	Designs And Plans Instruction*	Meets	Growth Needed	Unsatisfactory	
2.1	Develops significant objectives aligned with standards (through collaboration).				
2.2	Uses contextual data to design instruction relevant to students (through collaboration).				
2.3	Plans assessments to guide instruction and measure learning objectives (through collaboration).				
2.4	Plans instructional strategies and activities that address learning objectives for all students (through collaboration).				
2.5	Plans instructional strategies and activities that facilitate multiple levels of learning (through collaboration).				

*SISI Rubric

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
3.0	Creates and Maintains Learning Climate*	Meets	Growth Needed	Unsatisfactory	
3.1	Communicates high expectations.				
3.2	Establishes a positive learning environment.				
3.3	Values and supports student diversity and addresses individual needs (through collaboration).				
3.4	Fosters mutual respect between teacher and students and among students (through collaboration).				
3.5	Provides a safe environment for learning.				
4.1 c*	Holds high expectations for all students academically and behaviorally, and this is evidenced in their practice.				
4.1 e*	Instructional coach recognizes and accepts his/her professional role in student success and failure.				
4.1 g*	Communicates regularly with families about individual student's progress (e.g., engage through conversation).				
4.1 h*	There is evidence that the instructional coach cares about students and inspires their best efforts.				
4.1 j*	There is evidence the instructional coach highly values and publicly celebrates student achievements (e.g. displays of student work, assemblies)				
4.2 *	Exhibits promptness, participation, and professionalism at all school related endeavors.				
8.1 d*	Makes efficient use of instructional time and resources to maximize student learning (through collaboration).				
8.1 e*	Promotes vertical and horizontal team planning across content areas and grade configuration that is focused on the goals, objectives, and strategies in the improvement plan (e.g., common planning time for content area teachers, emphasis on learning time and not seat time, and integrated units).				

***SISI Rubric**

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
		Meets	Growth Needed	Unsatisfactory	
4.	Implements And Manages Instruction*				
4.1	Uses a variety of instructional strategies that align with learning objectives and actively engage students.				
4.2	Implements instruction based on diverse student needs and assessment data.				
4.3	Uses time effectively.				
4.4	Uses space and materials effectively.				
4.5	Implements and manages instruction in ways that facilitate higher order thinking.				
3.1 a*	There is evidence that effective and varied instructional strategies are used in the classroom (through collaboration).				
3.1 b*	Instructional strategies and learning activities are aligned with the district, school, and state learning goals and assessment expectations for student learning.				
3.1 c*	Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.				
3.1 d*	Teacher demonstrates the content knowledge necessary to challenge and motivate students to high levels of learning.				
3.1 e*	Encourages teachers to incorporate the use of technology in their classroom.				
3.1 g*	Examines and discusses student work collaboratively and uses this information to improve their practices				
3.1 h*	The instructional coach ensures teacher-assigned homework is monitored and tied to instructional practice.				

***SISI Rubric**

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
5.	Assesses And Communicates Learning Results*	Meets	Growth Needed	Unsatisfactory	
5.1	Uses student baseline data from appropriate pre-assessments to promote the learning of all students.				
5.2	Collaborate with teachers in developing formative assessments to determine student progress, guide instruction, and provide feedback to students.				
5.3	Collaborate with teachers to develop appropriate summative assessments aligned with the learning objectives to measure student achievement.				
5.4	Describes, analyzes, and evaluates student performance data.				
5.5	Communicates learning results to students and parents.				
5.6	Allows opportunity for student self-assessment.				
2.1 a*	Classroom assessments of student learning are frequent, rigorous, and aligned with Kentucky's Core Content.				
2.1 b*	Collaborate with teachers in the design of authentic assessment tasks aligned with core content subject matter.				
2.1 c*	Students can articulate the academic expectations in each class and know what is required to be proficient.				
2.1 d*	Test scores are used to identify curriculum gaps.				
2.1 e*	Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.				
2.1 f*	Performance standards are clearly communicated, evident in the classroom and observable in student work.				
2.1 h*	Samples of student work are analyzed to improve instruction, revise curriculum and pedagogy, and obtain information on student progress.				
5.1 d*	Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.				
5.1 e*	Maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.				

*SISI Rubric

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
6.	Demonstrates The Implementation Of Technology*	Meets	Growth Needed	Unsatisfactory	
6.1	Uses available technology to design and plan instruction (through collaboration).				
6.2	Encourages the use of available technology to implement instruction that facilitates student learning.				
6.3	Integrates student use of available technology into instruction (through collaboration).				
6.4	Uses available technology to assess and communicate student learning.				
6.5	Demonstrates ethical and legal use of technology.				

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
7.	Reflects On And Evaluates Teaching And Learning.*	Meets	Growth Needed	Unsatisfactory	
7.1	Uses data to reflect on and evaluate student learning.				
7.2	Uses data to reflect on and evaluate instructional practice.				
7.3	Uses data to reflect on and identify areas for professional growth.				

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
8.	Collaborates With Colleagues/Parents/Others*	Meets	Growth Needed	Unsatisfactory	
8.1	Identifies students whose learning could be enhanced by response to intervention/collaboration.				
8.2	Designs a plan to enhance student learning that includes all parties in the collaborative effort.				
8.3	Implements planned activities that enhance student learning and engage all parties.				
8.4	Analyzes data to evaluate the outcomes of collaborative efforts.				
8.5	Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others				
9.1 a*	Collaborates and works with peers in the development and implementation of the Comprehensive School Improvement Plan (CSIP)				

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
9.	Evaluates Teaching And Implements Professional Development*	Meets	Growth Needed	Unsatisfactory	
9.1	Self assesses performance relative to Kentucky's Teacher Standards.				
9.2	Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.				
9.3	Designs a professional growth plan that addresses identified priorities.				
9.4	Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.				
6.1 e*	Participates in professional growth activities that are on-going, job embedded, and are directly connected to improving student achievement.				
6.2 c*	The instructional coach uses the employee evaluations to develop an effective professional growth plan to improve student proficiency.				

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
10.	Provides Leadership Within School/Community/Profession*	Meets	Growth Needed	Unsatisfactory	
10.1	Identifies leadership opportunities that enhance student learning and/or professional environment of the school.				
10.2	Develops a plan for engaging in leadership activities.				
10.3	Implements a plan for engaging in leadership activities.				
10.4	Analyze data to evaluate the results of planned and executed leadership efforts.				
10.5	Performs responsibilities related to assignment, including, attendance and punctuality and evaluating results				
10.6	Performs duties consistent with school, community goals and administrative regulations				
10.7	Adheres to the professional code of ethics (16 KAR 1:020)				

*SISI Rubric

Comments:

Evaluatee: _____

Evaluator: _____

Evaluatee Signature

Date

Evaluator Signature

Date

Metcalfe County Schools
Instructional Coach
SUMMATIVE EVALUATION

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

Evaluatee _____ Grade/Content Area _____
 Evaluator _____ Position _____
 School _____
 Date(s) of Conference(s): 1st _____ 2nd _____ 3rd _____ 4th _____

Standard(s) *Indicate a Performance Level of 1, 2, 3, or 4 for each overall standard.*

- _____ 1.* The instructional coach develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
 - _____ 2.* The instructional coach uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
 - _____ 3.* The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.
 - _____ 4.* The instructional coach functions as an effective member of the learning community and supports a climate conducive to performance excellence.
 - _____ 5.* The instructional coach works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.
 - _____ 6.* The instructional coach provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.
 - _____ 8.* There is evidence that the instructional coach is organized to maximize use of all available resources to support high student and staff performance.
 - _____ 9.* Assists in developing, implementing, and evaluating a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.
- *SISI Rubric

Indicate a Performance Level of 1, 2, 3, or 4 for each overall standard.

Teacher Standards:

1. Demonstrates Applied Content Knowledge.
2. Designs and Plans Instruction.
3. Creates and Maintains Learning Climate.
4. Implements and Manages Instruction.
5. Assesses and Communicates Learning Results.
6. Demonstrates the Implementation of Technology.
7. Reflects on and Evaluate Teaching and Learning.
8. Collaborates with Colleagues/Parents/Others.
9. Evaluates Teaching and Implements Professional Development.
10. Provides Leadership Within School/Community/Profession.

Meets

Unsatisfactory

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Overall Rating

The Individual Professional Growth Plan is a(n) _____ Enrichment _____ Assistive _____ Corrective

Individual Professional Growth Plan reflects a desire/need to acquire further knowledge skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

If the Individual Growth Plan is an assistive or corrective plan, the Formative instrument must be attached.

**Metcalf County Schools
Library Media Specialist
Formative Evaluation Report**

Name _____ Date _____ School _____

Standards Performance

4 = Consistently 3 = Frequently 2 = Occasionally 1 = Seldom

Standards/Performance Criteria

Performance/Product/Portfolio Ratings
(4-3-2-1)

1.0	Demonstrates Applied Content Knowledge*	Meets	Growth Needed	Unsatisfactory	Professional Growth Activities Discussed
1.1	Communicates concepts, processes, and knowledge.				
1.2	Connects content to life experiences of student.				
1.3	Demonstrates instructional strategies that are appropriate for content and contribute to student learning.				
1.4	Guides students to understand content from various perspectives.				
1.5	Identifies and addresses students' misconceptions of content.				
1.1a *	There is evidence that the library media curriculum is aligned with Academic Expectations, Core Content for Assessment, Transformations, and Program of Studies				
1.1g *	The library media curriculum provides access to a common academic core for all students.				

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
2.0	Designs And Plans Instruction*	Meets	Growth Needed	Unsatisfactory	
2.1	Develops significant objectives aligned with standards.				
2.2	Uses contextual data to design instruction relevant to students.				
2.3	Plans assessments to guide instruction and measure learning objectives.				
2.4	Plans instructional strategies and activities that address learning objectives for all students				
2.5	Plans instructional strategies and activities that facilitate multiple levels of learning.				

*SISI Rubric

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
3.0	Creates and Maintains Learning Climate*	Meets	Growth Needed	Unsatisfactory	
3.1	Communicates high expectations.				
3.2	Establishes a positive learning environment.				
3.3	Values and supports student diversity and addresses individual needs.				
3.4	Fosters mutual respect between teacher and students and among students.				
3.5	Provides a safe environment for learning.				
4.1 c*	Holds high expectations for all students academically and behaviorally, and this is evidenced in their practice.				
4.1 e*	Recognizes and accepts his/her professional role in student success and failure.				
4.1 g*	Communicates regularly with families about individual student's progress (e.g., engage through conversation).				
4.1 h*	There is evidence that the library media specialist cares about students and inspires their best efforts.				
4.1 j*	Highly values and publicly celebrates student achievements (e.g. displays of student work, assemblies)				
4.2 *	Exhibits promptness, participation, and professionalism at all school related endeavors.				
8.1 d*	There is evidence there is efficient use of instructional time and resources to maximize student learning.				
8.1 e*	Library media specialist promotes vertical and horizontal team planning across content areas and grade configuration that is focused on the goals, objectives, and strategies in the improvement plan (e.g., common planning time for content area teachers, emphasis on learning time and not seat time, and integrated units).				

***SISI Rubric**

Standards/Performance Criteria	Performance/Product/Portfolio Ratings (4-3-2-1)	Professional Growth Activities Discussed
--------------------------------	--	---

4.	Implements And Manages Instruction*	Meets	Growth Needed	Unsatisfactory
4.1	Uses a variety of instructional strategies that align with learning objectives and actively engage students.			
4.2	Implements instruction based on diverse student needs and assessment data.			
4.3	Uses time effectively.			
4.4	Uses space and materials effectively.			
4.5	Implements and manages instruction in ways that facilitate higher order thinking.			
3.1 a*	There is evidence that effective and varied instructional strategies are used in the classroom.			
3.1 b*	Instructional strategies and learning activities are aligned with the district, school, and state learning goals and assessment expectations for student learning.			
3.1 c*	Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.			
3.1 d*	Library media specialist demonstrates the content knowledge necessary to challenge and motivate students to high levels of learning.			
3.1 e*	Designs and plans library/media program.			
3.1 f*	Implements and manages library/media program.			
3.1 g	Maintains inventory records of all technology devices assigned to school both hardware and software.			
3.1 h	There is evidence that the library media specialist incorporates the use of technology in student instruction.			
3.1 i	Examines and discusses student work collaboratively and uses this information to improve their practices.			

***SISI Rubric**

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
5.	Assesses And Communicates Learning Results*	Meets	Growth Needed	Unsatisfactory	
5.1	Uses pre-assessments when appropriate.				
5.2	Uses formative assessments when appropriate.				
5.3	Uses summative assessments when appropriate.				
5.4	Describes, analyzes, and evaluates student performance data.				
5.5	Communicates learning results to students and parents.				
5.6	Allows opportunity for student self-assessment.				
2.1 b*	Collaborate in the design of authentic assessment tasks aligned with core content subject matter.				
2.1 d*	Test scores are used to identify curriculum gaps.				
2.1 f*	Performance standards are clearly communicated, evident in the classroom and observable in student work.				
2.1 h*	Samples of student work are analyzed to improve instruction, revise curriculum and pedagogy, and obtain information on student progress.				
5.1 d*	Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.				
5.1 e*	The library media specialist maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.				

*SISI Rubric

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
6.	Demonstrates The Implementation Of Technology*	Meets	Growth Needed	Unsatisfactory	
6.1	Uses available technology to design and plan instruction.				
6.2	Uses available technology to implement instruction that facilitates student learning.				
6.3	Integrates student use of available technology into instruction.				
6.4	Uses available technology to assess and communicate student learning.				
6.5	Demonstrates ethical and legal use of technology.				

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
7.	Reflects On And Evaluates Teaching And Learning.*	Meets	Growth Needed	Unsatisfactory	
7.1	Uses data to reflect on and evaluate student learning.				
7.2	Uses data to reflect on and evaluate instructional practice.				
7.3	Uses data to reflect on and identify areas for professional growth.				

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
8.	Collaborates With Colleagues/Parents/Others*	Meets	Growth Needed	Unsatisfactory	
8.1	Identifies students whose learning could be enhanced by collaboration.				
8.2	Designs a plan to enhance student learning that includes all parties in the collaborative effort.				
8.3	Implements planned activities that enhance student learning and engage all parties.				
8.4	Analyzes data to evaluate the outcomes of collaborative efforts.				
8.5	Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others				
9.1 a*	Collaborates and works with peers in the development and implementation of the Comprehensive School Improvement Plan (CSIP)				

*SISI Rubric

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
9.	Evaluates Teaching And Implements Professional Development*	Meets	Growth Needed	Unsatisfactory	
9.1	Self assesses performance relative to Kentucky's Teacher Standards.				
9.2	Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.				
9.3	Designs a professional growth plan that addresses identified priorities.				
9.4	Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.				
6.1 e*	Participates in professional growth activities that are on-going, job embedded, and are directly connected to improving student achievement.				
6.2 c*	The library media specialist uses the employee evaluations to develop an effective professional growth plan to improve student proficiency.				

Standards/Performance Criteria		Performance/Product/Portfolio Ratings (4-3-2-1)			Professional Growth Activities Discussed
10.	Provides Leadership Within School/Community/Profession*	Meets	Growth Needed	Unsatisfactory	
10.1	Identifies leadership opportunities that enhance student learning and/or professional environment of the school.				
10.2	Develops a plan for engaging in leadership activities.				
10.3	Implements a plan for engaging in leadership activities.				
10.4	Analyze data to evaluate the results of planned and executed leadership efforts.				
10.5	Performs responsibilities related to assignment, including, attendance and punctuality and evaluating results				
10.6	Performs duties consistent with school, community goals and administrative regulations				
10.7	Adheres to the professional code of ethics (16 KAR 1:020)				

*SISI Rubric

Comments:

Evaluatee:

Evaluator:

Evaluatee Signature

Date

Evaluator Signature

Date

Metcalf County Schools
Library Media Specialist
SUMMATIVE EVALUATION

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

Evaluated _____ Grade/Content Area _____
 Evaluator _____ Position _____
 School _____
 Date(s) of Conference(s): 1st _____ 2nd _____ 3rd _____ 4th _____

Standard(s) *Indicate a Performance Level of 1, 2, 3, or 4 for each overall standard.*

- _____ 1.* The library media specialist develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- _____ 2.* The library media specialist uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- _____ 3.* The library media program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.
- _____ 4.* The library media specialist functions as an effective member of the learning community and supports a climate conducive to performance excellence.
- _____ 5.* The library media specialist works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.
- _____ 6.* The library media specialist provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.
- _____ 8.* There is evidence that the library media specialist is organized to maximize use of all available resources to support high student and staff performance.
- _____ 9.* The library media specialist assists in developing, implementing, and evaluating a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

*SISI Rubric

Indicate a Performance Level of 1, 2, 3, or 4 for each overall standard.

Teacher Standards:

1. Demonstrates Applied Content Knowledge.
2. Designs and Plans Instruction.
3. Creates and Maintains Learning Climate.
4. Implements and Manages Instruction.
5. Assesses and Communicates Learning Results.
6. Demonstrates the Implementation of Technology.
7. Reflects on and Evaluate Teaching and Learning.
8. Collaborates with Colleagues/Parents/Others.
9. Evaluates Teaching and Implements Professional Development.
10. Provides Leadership Within School/Community/Profession.

Meets

Unsatisfactory

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Overall Rating

The Individual Professional Growth Plan is a(n) _____ Enrichment _____ Assistive _____ Corrective

Individual Professional Growth Plan reflects a desire/need to acquire further knowledge skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

If the Individual Growth Plan is an assistive or corrective plan, the Formative instrument must be attached.

**Metcalfe County Schools
Athletic Director
Formative Evaluation Report**

Name _____ Date _____ School _____

Standards Performance

4 = Consistently 3 = Frequently 2 = Occasionally 1 = Seldom

1.0 Program Management/Leadership

4	3	2	1

- 1.1 Cooperates and consults with administrative and instructional staff when developing, improving, and/or implementing new Athletic programs.
- 1.2 Serves as the purchasing agent for athletic equipment and supplies and prepares a budget for the program.
- 1.3 Prepares and files contracts for athletic events scheduled.
- 1.4 Schedules support staff and officials for athletic events.
- 1.5 Maintains charge of storage and maintenance of all equipment and facilities as needed.
- 1.6 Assumes responsibilities of other duties related to special athletic events.

2.0 Interpersonal Relationships

4	3	2	1

- 2.1 Demonstrates positive collaborative relationships with students.
- 2.2 Demonstrates positive collaborative relationships with staff.
- 2.3 Demonstrates positive collaborative relationships with administrators.
- 2.4 Demonstrates positive collaborative relationships with parents/community

3.0 Professional Duties and Responsibilities

4	3	2	1

- 3.1 Athletic director is punctual in the performance of duties.
- 3.2 Participates in professional development activities to continually upgrade skills.
- 3.3 Makes studies of new practices and techniques for improving the keeping of records.
- 3.4 Attends meetings and other school-related programs as necessary and appropriate.
- 3.5 Develops and implements activities that are designed to utilize the goals of the school district.
- 3.0a Adheres to the professional code of ethics (16 KAR 1:020)

Comments:

Evaluatee: _____

Evaluator: _____

Evaluatee Signature

Date

Evaluator Signature

Date

Metcalf County Schools
Athletic Director
SUMMATIVE EVALUATION

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

Evaluatee _____
Evaluator _____ Position _____
School _____
Date(s) of Conference(s): 1st _____ 2nd _____ 3rd _____ 4th _____

Standard(s)
Indicate a Performance Level of 1, 2, 3, or 4 for each overall standard.

- _____ 1. Management/Leadership
- _____ 2. Interpersonal Relationships
- _____ 3. Professional Duties and Responsibilities

The Individual Professional Growth Plan is a(n) _____ Enrichment _____ Assistive _____ Corrective

Individual Professional Growth Plan reflects a desire/need to acquire further knowledge skills in the standard number(s) checked below:

- 1. _____
- 2. _____
- 3. _____

If the Individual Growth Plan is an assistive or corrective plan, the Formative instrument must be attached.

Comments:

Evaluatee: _____

Evaluator: _____

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

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

Signature of Evaluatee _____ Date _____

Evaluator: _____

Signature of Evaluator _____ Date _____

Opportunities for appeal processes at both local and state levels are a part of Metcalf County Board of Education District Evaluation plan.

_____ School Year

**The Individual Corrective Action Plan is developed when an immediate change is required in teacher behavior or performance.

INDIVIDUAL CORRECTIVE ACTION PLAN
FOR

Date _____

Work Site _____

Standard #	Growth Objective/Goal(s) (describe learning outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates

Employee's Comments:

Evaluator's Comments:

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

**METCALFE COUNTY SCHOOLS
INDIVIDUAL PROFESSIONAL GROWTH PLAN**

Name _____ Date _____ School/School Year _____

AREAS OF GROWTH: STANDARDS, COMPREHENSIVE PLAN, PERSONAL GROWTH

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

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

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

TIMELINE:

Certified Employee's Comments: _____

Evaluator's Comments: _____

Certified Employee's Signature Date Evaluator's Signature

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

Achieved _____ Not Achieved _____ Continued _____ Date _____

Certified Employee's Signature

Evaluator's Signature

Metcalfe County Schools

Framing Learning Experiences for Leaders

The following connects SREB leverage points with the SISI leverage points:

Organizational Direction

SISI Leverage Points

- 2.1d Test scores used to identify gaps
- 7.1d Leadership disaggregates data
- 8.2b Discretionary funds allocated on data based needs
- 8.2c Funds aligned with CP goals
- 9.3b Staff analyzes student learning needs
- 9.6b Evaluate degree of student learning set by plan

SREB Leverage Points

Create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.

- Use data to initiate and continue improvement in school and classroom practices and student achievement.
- Understand the change process and have the leadership and facilitation skills to manage it effectively.
- Use and organize time in innovative ways to meet the goals and objectives of school improvement.
- Acquire and use resources wisely.

Creating a Learning Culture

SISI Leverage Points

- 5.1d Student instructional assistance outside of classroom
- 6.1d Building capacity with on-going PD

SREB Leverage Points

- Keep everyone informed and focused on student achievement.
- Make parents partners in their student's education and create a structure for parent and educator collaboration.

Developing Leadership Capacity

SISI Leverage Points

- 6.1b Building capacity with on-going PD
- 6.2c Evaluations and growth plans effectively used
- 6.2e Instructional leadership needs addressed
- 6.2f Leadership provides evaluation follow-up and support
- 7.1c Leadership personal PD plan focused on effective skills

SREB Leverage Points

- Obtain support from the central office and from community and parent leaders for their school improvement agenda.
- Continuously learn and seek out colleagues who keep them abreast of new research and proven practices.

High Performance Expectations

SISI Leverage Points

- 4.1 f Effective assignment and use of staff strengths
- 5.1b All students have access to all curriculum

SREB Leverage Points

- Set high expectations for all students to learn higher-level content.

Teaching and Learning

SISI Leverage Points

- 1.1d Vertical communication with focus on key transition points
- 2.1d Test scores used to identify gaps
- 2.1h Student work analyzed
- 3.1b Instructional strategies/activities aligned with goals

SREB Leverage Points

- Recognize and encourage implementation of good instructional practices that motivate and increase student achievement.

Metcalfe County Schools Reaching Proficiency Game Plan

School Culture

Student/Parent/Teacher Surveys (What do their voices say?)

Does the culture reflect the instruction in the school? (Is the instruction positive/proactive?)

Instructional Practices

What are the pervasive instructional strategies in the school?

What are the successful practices?

Assessment

Does the assessment reflect high standards/high expectations?

Is there consistency with the assessment?

Is there analysis of the assessment to ensure consistency?

Instructional Leaders

Who are the leaders that drive the instructional practices in the school?

How do you plan to empower the teachers to become leaders?

Data Analysis

Do the teachers know where the students are at academically? (List those students that can get to the next level)

Project scores Nov. 1, Feb. 1 (Use CATS Calculator to project scores from teacher assessments)

What are the previous scores of students on CATS test?

What specific strategies have been developed to address student performance?

PD needs of staff

What are the “identified” specific needs of the staff?

What strategies are in place for the growth of the staff to improve the performance of the school?

Projections

Based on the strategies in place, assessment, and school culture, what will be the scores of each department as of Nov. 1, Feb. 1?

What data will you use to determine scores, and what strategies are in place to address the needs of the students?

**Metcalfe County Schools
Counselor
Formative Evaluation Report**

Name _____ Date _____ School _____

Standards Performance

4 = Consistently 3 = Frequently 2 = Occasionally 1 = Seldom

1.0 Curriculum*

4	3	2	1

- 1.1.d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).
- 1.1.e The counselor’s curriculum provides specific links to continuing education, life, and career options.
- 1.1.g The counselor promotes access to a common academic core for all students.

2.0 Classroom Evaluation Assessment*

4	3	2	1

- 2.1.d Test scores are used to identify curriculum gaps.
- 2.1.g Implementation of the state-required Assessment and Accountability Program is coordinated by school and district leadership.

4.0 School Culture*

4	3	2	1

- 4.1.a There is leadership support for a safe, orderly, and equitable learning environment (e.g., culture audits/school opinion surveys)
- 4.1.d Counselors are involved in both formal and informal decision-making processes regarding teaching and learning.
- 4.1.g Counselor communicates regularly with families about individual students’ progress (e.g., engage through conversation)
- 4.1.h There is evidence that administrators and staff care about students and inspire their best efforts.
- 4.1.k The counselor provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflect a commitment to equity and an appreciation of diversity.
- 4.2 There is evidence that counselor exhibits promptness, participation & professionalism in all school-related endeavors.

5.0 Student, Family, and Community Support*

4	3	2	1

- 5.1.a Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.
- 5.1.b Structures are in place to ensure that all students have access to all of the curriculum (e.g., school guidance, FRYSC, ESS).
- 5.1.c The counselor assists in providing organizational structures and supports instructional practices to reduce barriers in learning.
- 5.1.d Students are provided with leadership from the counselor a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.
- 5.1.e The counselor maintains an accurate student record system that provides timely information pertinent to the student’s academic and educational development.

6.0 Professional Growth, Development, and Evaluation*

4	3	2	1

- 6.1.a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.
- 6.1.b The counselor has an intentional plan for building instructional capacity through on-going professional development.
- 6.1.c The counselor’s professional development priorities are set in alignment with goals for student performance

7.0 Leadership*

4	3	2	1

- 7.1.a The counselor has developed and sustained a shared vision.
- 7.1.d There is evidence that the counselor disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school’s plan.
- 7.0a Adheres to the professional code of ethics (16 KAR 1:020)

8.0 Organizational Structure and Resources*

4	3	2	1

- 8.2.d The counselor utilizes state and federal program resources (Safe School, Title I, IDEA, FRYSC, ESS) to address student needs identified by the school/district.

9.0 Comprehensive and Effective Planning*

4	3	2	1

- 9.2.a There is evidence the school/district planning process involves collecting, managing, and analyzing data with assistance from the counselor.
- 9.6.d There is evidence of attempts to sustain the commitment to continuous improvement with assistance from the counselor.

*SISI Rubric

ISLLC Standard 1: *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*

- 1.a Collaboratively develop and implement a shared vision and mission
- 1.b Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- 1.c Create and implement plans to achieve goals
- 1.d Promote continuous and sustainable improvement
- 1.e Monitor and evaluate progress and revise plans

ISLLC Standard 2: *An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

- 2.a Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- 2.b Create a comprehensive, rigorous, and coherent curricular program
- 2.c Create a personalized and motivating learning environment for students
- 2.d Supervise instruction
- 2.e Develop assessment and accountability systems to monitor student progress
- 2.f Develop the instructional and leadership capacity of staff
- 2.g Maximize time spent on quality instruction
- 2.h Promote the use of the most effective and appropriate technologies to support teaching and learning
- 2.i Monitor and evaluate the impact of the instructional program

ISLLC Standard 3: *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

- 3.a Monitor and evaluate the management and operational systems
- 3.b Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- 3.c Promote and protect the welfare and safety of students and staff
- 3.d Develop the capacity for distributed leadership
- 3.e Ensure teacher and organizational time is focused to support quality instruction and student learning

ISLLC Standard 4: *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

- 4.a Collect and analyze data and information pertinent to the educational environment
- 4.b Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources
- 4.c Build and sustain positive relationships with families and caregivers
- 4.d Build and sustain productive relationships with community partners

ISLLC Standard 5: *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

- 5.a Ensure a system of accountability for every student’s academic and social success
- 5.b Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- 5.c Safeguard the values of democracy, equity, and diversity
- 5.d Consider and evaluate the potential moral and legal consequences of decision-making
- 5.e Promote social justice and ensure that individual student needs inform all aspects of schooling

ISLLC Standard 6: *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

- 6.a Advocate for children, families, and caregivers
- 6.b Act to influence local, district, state, and national decisions affecting student learning
- 6.c Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Comments:

Evaluatee: _____

Evaluator: _____

Evaluatee Signature

Date

Evaluator Signature

Date

Metcalfe County Schools
Counselor
SUMMATIVE EVALUATION

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

Evaluatee _____ Grade/Content Area _____
 Evaluator _____ Position _____
 School _____
 Date(s) of Conference(s): 1st _____ 2nd _____ 3rd _____ 4th _____

Standard(s)

Indicate a Performance Level of 1, 2, 3, or 4 for each overall standard.

- _____ 1.* The counselor develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- _____ 2.* The counselor uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- _____ 4.* The counselor functions as an effective member of the learning community and supports a climate conducive to performance excellence.
- _____ 5.* The counselor works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and Developmental needs of students.
- _____ 6.* The counselor provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.
- _____ 7.* The counselor's instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.
- _____ 8.* There is evidence that the counselor is organized to maximize use of all available resources to support high student and staff performance.
- _____ 9.* The counselor assists in developing, implementing, and evaluating a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

*SISI Rubric

- _____ St.1 An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- _____ St.2 An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- _____ St.3 An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- _____ St.4 An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
- _____ St.5 An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
- _____ St.6 An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

The Individual Professional Growth Plan is _____ Enrichment _____ Assistive _____ Corrective

Individual Professional Growth Plan reflects a desire/need to acquire further knowledge skills in the standard number(s) checked below:

1. _____ 2. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

If the Individual Growth Plan is an assistive or corrective plan, the formative instrument must be attached.

Comments:

Evaluatee: _____

Evaluator: _____

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

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

_____ Signature of Evaluatee _____ Date _____

Evaluator: _____
_____ Signature of Evaluator _____ Date _____

Opportunities for appeal processes at both local and state levels are a part of Metcalfe County Board of Education District Evaluation plan.

Metcalfe County Schools
Principal/Director of Metcalfe Academy High School
Formative Evaluation Report

Name _____ Date _____ School _____

Standards Performance

4 = Consistently 3 = Frequently 2 = Occasionally 1 = Seldom

1.0 – CURRICULUM*

4	3	2	1

- 1.1.d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).
- 1.1.f There is in place a systematic process for monitoring, evaluating, and reviewing the curriculum.

2.0 – CLASSROOM EVALUATION/ASSESSMENT*

4	3	2	1

- 2.1.g Implementation of the state-required Assessment and Accountability Program is coordinated by school and district leadership.

3.0 – INSTRUCTION*

4	3	2	1

- 3.1.a There is evidence that effective and varied instructional strategies are used in all classrooms.
- 3.1.e There is evidence that teachers incorporate the use of technology in their classrooms.
- 3.1.f Instructional resources are sufficient to effectively deliver the curriculum.

4.0 – SCHOOL CULTURE*

4	3	2	1

- 4.1.a There is leadership support for a safe, orderly, and equitable learning environment (e.g., culture audits/school opinion surveys)
- 4.1.b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.
- 4.1.c Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.
- 4.1.h There is evidence that administrators and staff care about students and inspire their best efforts.
- 4.1.i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.
- 4.1.j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).
- 4.1.k The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflect a commitment to equity and an appreciation of diversity.
- 4.2 There is evidence that administrator exhibits promptness, participation & professionalism in all school-related endeavors.

5.0 – STUDENT, FAMILY AND COMMUNITY SUPPORT*

4	3	2	1

- 5.1.a Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.
- 5.1.b Structures are in place to ensure that all students have access to all of the curriculum (e.g., school guidance, FRYSC's, ESS).
- 5.1.c The school/district provides organizational structures and supports instructional practices to reduce barriers in learning.
- 5.1.d Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.
- 5.1.e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

6.0 – PROFESSIONAL GROWTH, DEVELOPMENT, AND EVALUATION*

4	3	2	1

- 6.1.a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.
- 6.1.b The school has an intentional plan for building instructional capacity through on-going professional development.
- 6.1.c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.
- 6.1.d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.
- 6.2.b Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.
- 6.2.c The school effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.
- 6.2.f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.

7.0 – LEADERSHIP*

4	3	2	1	
				7.1.a Leadership has developed and sustained a shared vision.
				7.1.b Leadership decisions are focused on student academic performance and are data-driven and collaborative.
				7.1.d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school’s plan.
				7.1.e Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the learning goals for Kentucky public schools.
				7.1.f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.
				7.1.g Leadership plans and allocates resources, monitors progress, provides organizational infrastructure, and removes barriers in order to sustain continuous school improvement.
				7.1.h The school leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.
				7.1.i Leadership provides a process for the development and the implementation of council policy based on anticipated needs.
				7.1.j There is evidence that the SBDM council has an intentional focus on student academic performance.
				7.1.k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment, and efficiency.
				7.0a Adheres to the professional code of ethics (16 KAR 1:020)

8.0 – ORGANIZATIONAL STRUCTURE AND RESOURCES*

4	3	2	1	
				8.1.a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.
				8.1.c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.
				8.2.a The school provides a clearly defined process (in accordance with the school allocation formula) to provide equitable and consistent use of fiscal resources.
				8.2.b The school budget reflects decisions made about discretionary funds/ resources and are directed by an assessment of need or a required plan, all of which consider appropriate data.
				8.2.c The school council analyzes funding and other resource requests to ensure the requests are tied to the school’s plan and identified priority needs.

9.0 – COMPREHENSIVE AND EFFECTIVE PLANNING*

4	3	2	1	
				9.1.a There is evidence that a collaborative process is used to develop the vision, belief statements, mission, and goals that engage the school community as a community of learners.
				9.6.a The Comprehensive School Improvement Plan is implemented as developed.

*SISI Rubric

ISLLC Standard 1: *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*

4	3	2	1	
				1.a Collaboratively develop and implement a shared vision and mission
				1.b Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
				1.c Create and implement plans to achieve goals
				1.d Promote continuous and sustainable improvement
				1.e Monitor and evaluate progress and revise plans

ISLLC Standard 2: *An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

4	3	2	1	
				2.a Nurture and sustain a culture of collaboration, trust, learning, and high expectations
				2.b Create a comprehensive, rigorous, and coherent curricular program
				2.c Create a personalized and motivating learning environment for students
				2.d Supervise instruction
				2.e Develop assessment and accountability systems to monitor student progress
				2.f Develop the instructional and leadership capacity of staff
				2.g Maximize time spent on quality instruction
				2.h Promote the use of the most effective and appropriate technologies to support teaching and learning
				2.i Monitor and evaluate the impact of the instructional program

ISLLC Standard 3: *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

- 3.a Monitor and evaluate the management and operational systems
- 3.b Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- 3.c Promote and protect the welfare and safety of students and staff
- 3.d Develop the capacity for distributed leadership
- 3.e Ensure teacher and organizational time is focused to support quality instruction and student learning

ISLLC Standard 4: *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

- 4.a Collect and analyze data and information pertinent to the educational environment
- 4.b Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- 4.c Build and sustain positive relationships with families and caregivers
- 4.d Build and sustain productive relationships with community partners

ISLLC Standard 5: *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

- 5.a Ensure a system of accountability for every student's academic and social success
- 5.b Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- 5.c Safeguard the values of democracy, equity, and diversity
- 5.d Consider and evaluate the potential moral and legal consequences of decision-making
- 5.e Promote social justice and ensure that individual student needs inform all aspects of schooling

ISLLC Standard 6: *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

- 6.a Advocate for children, families, and caregivers
- 6.b Act to influence local, district, state, and national decisions affecting student learning
- 6.c Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Comments:

Evaluatee: _____

Evaluator: _____

 Evaluatee Signature

 Date

 Evaluator Signature

 Date

Metcalf County Schools
Principal/Director of Metcalfe Academy High School
SUMMATIVE EVALUATION

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

Evaluatee _____ Grade/Content Area _____
 Evaluator _____ Position _____
 School _____
 Date(s) of Conference(s): 1st _____ 2nd _____ 3rd _____ 4th _____

Standard(s)

Indicate a Performance Level of 1, 2, 3, or 4 for each overall standard.

- _____ 1.* The principal develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- _____ 2.* The principal uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- _____ 3.* The principal's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.
- _____ 4.* The principal functions as an effective member of the learning community and supports a climate conducive to performance excellence.
- _____ 5.* The principal works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.
- _____ 6.* The principal provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.
- _____ 7.* The principal's instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.
- _____ 8.* There is evidence that the principal is organized to maximize use of all available resources to support high student and staff performance.
- _____ 9.* The principal assists in developing, implementing, and evaluating a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

*SISI Rubric

- _____ St.1 An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- _____ St.2 An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- _____ St.3 An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- _____ St.4 An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
- _____ St.5 An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
- _____ St.6 An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

The Individual Professional Plan is _____ Enrichment _____ Assistive _____ Corrective

Individual Professional Growth Plan reflects a desire/need to acquire further knowledge skills in the standard number(s) checked below:

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

If the Individual Growth Plan is an assistive or corrective plan, the Formative instrument must be attached.

Comments:

Evaluatee: _____

Evaluator: _____

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

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

_____ Signature of Evaluatee _____ Date _____

Evaluator: _____
_____ Signature of Evaluator _____ Date _____

Opportunities for appeal processes at both local and state levels are a part of Metcalfe County Board of Education District Evaluation plan.

ISLLC Standard 2: *An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

- 2.a Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- 2.b Create a comprehensive, rigorous, and coherent curricular program
- 2.c Create a personalized and motivating learning environment for students
- 2.d Supervise instruction
- 2.e Develop assessment and accountability systems to monitor student progress
- 2.f Develop the instructional and leadership capacity of staff
- 2.g Maximize time spent on quality instruction
- 2.h Promote the use of the most effective and appropriate technologies to support teaching and learning
- 2.i Monitor and evaluate the impact of the instructional program

ISLLC Standard 3: *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

- 3.a Monitor and evaluate the management and operational systems
- 3.b Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- 3.c Promote and protect the welfare and safety of students and staff
- 3.d Develop the capacity for distributed leadership
- 3.e Ensure teacher and organizational time is focused to support quality instruction and student learning

ISLLC Standard 4: *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

- 4.a Collect and analyze data and information pertinent to the educational environment
- 4.b Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources
- 4.c Build and sustain positive relationships with families and caregivers
- 4.d Build and sustain productive relationships with community partners

ISLLC Standard 5: *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

- 5.a Ensure a system of accountability for every student’s academic and social success
- 5.b Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- 5.c Safeguard the values of democracy, equity, and diversity
- 5.d Consider and evaluate the potential moral and legal consequences of decision-making
- 5.e Promote social justice and ensure that individual student needs inform all aspects of schooling

ISLLC Standard 6: *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

- 6.a Advocate for children, families, and caregivers
- 6.b Act to influence local, district, state, and national decisions affecting student learning
- 6.c Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Comments:

Evaluatee: _____

Evaluator: _____

 Evaluatee Signature

 Date

 Evaluator Signature

 Date

Metcalf County Schools
Director of Finance
SUMMATIVE EVALUATION

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

Evaluatee _____
 Evaluator _____ Position _____
 Date(s) of Conference(s): 1st _____ 2nd _____ 3rd _____ 4th _____

Standard(s)*

Indicate a Performance Level of 1, 2, 3, or 4 for each overall standard.

- _____ 1. Finance
- _____ 2. Other administrative duties
- _____ 3. Interpersonal relationships
- _____ 4. Professional duties and responsibilities

*SISI Rubric

- _____ St.1 An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- _____ St.2 An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- _____ St.3 An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- _____ St.4 An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
- _____ St.5 An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
- _____ St.6 An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

The Individual Professional Growth Plan is _____ Enrichment _____ Assistive _____ Corrective

Individual Professional Growth Plan reflects a desire/need to acquire further knowledge skills in the standard number(s) checked below:

- 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

If the Individual Growth Plan is an assistive or corrective plan, the Formative instrument must be attached.

Comments:

Evaluatee: _____

Evaluator: _____

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

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

Evaluator: _____
 _____ Signature of Evaluator _____ Date _____

Opportunities for appeal processes at both local and state levels are a part of _____ Metcalf County Board of Education _____ District Evaluation plan.

- 1.b Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- 1.c Create and implement plans to achieve goals
- 1.d Promote continuous and sustainable improvement
- 1.e Monitor and evaluate progress and revise plans

ISLLC Standard 2: *An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

- 2.a Nurture and sustain a culture of collaboration, trust, learning, and high expectations
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ISLLC Standard 3: *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

- 3.a Monitor and evaluate the management and operational systems
- 3.b Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- 3.c Promote and protect the welfare and safety of students and staff
- 3.d Develop the capacity for distributed leadership
- 3.e Ensure teacher and organizational time is focused to support quality instruction and student learning

ISLLC Standard 4: *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

- 4.a Collect and analyze data and information pertinent to the educational environment
- 4.b Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources
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- 4.d Build and sustain productive relationships with community partners

ISLLC Standard 5: *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

- 5.a Ensure a system of accountability for every student’s academic and social success
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- 6.a Advocate for children, families, and caregivers
- 6.b Act to influence local, district, state, and national decisions affecting student learning
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Comments:

Evaluatee: _____

Evaluator: _____

Evaluatee Signature

Date

Evaluator Signature

Date

**Metcalf County Schools
Director of Special Services
SUMMATIVE EVALUATION**

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

Evaluatee _____
 Evaluator _____ Position _____
 Date(s) of Conference(s): 1st _____ 2nd _____ 3rd _____ 4th _____

Standard(s)*

Indicate a Performance Level of 1, 2, 3, or 4 for each overall standard.

- _____ 1. Management/Leadership
- _____ 2. Record keeping
- _____ 3. Interpersonal relationships
- _____ 4. Professional duties and responsibilities

*SISI Rubric

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Comments:

Evaluatee: _____

Evaluator: _____

Evaluatee Signature

Date

Evaluator Signature

Date

Metcalf County Schools
Director of Pupil Personnel
SUMMATIVE EVALUATION

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Evaluatee _____ Grade/Content Area _____
 Evaluator _____ Position _____
 School _____
 Date(s) of Conference(s): 1st _____ 2nd _____ 3rd _____ 4th _____

Standard(s)*

Indicate a Performance Level of 1, 2, 3, or 4 for each overall standard.

- _____ 1. Educational Leadership
- _____ 2. Student Services/Program
- _____ 3. Other Administrative Duties
- _____ 4. Interpersonal Relationships
- _____ 5. Professional Duties and Responsibilities

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Metcalf County Schools

**Director of Elementary/Secondary Education
Formative Evaluation Report**

Name _____ Date _____ School _____

Standards Performance

4 = Consistently 3 = Frequently 2 = Occasionally 1 = Seldom

1.0 – CURRICULUM*

4	3	2	1

- 1.1.c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps (P – 12).
- 1.1.d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).
- 1.1.f There is in place a systematic process for monitoring, evaluating, and reviewing the curriculum.

2.0 – CLASSROOM EVALUATION/ASSESSMENT*

4	3	2	1

- 2.1.g School and district leadership coordinates implementation of the state-required assessment and accountability program.

3.0 – INSTRUCTION*

4	3	2	1

- 3.1.a There is evidence that effective and varied instructional strategies are used in all classrooms.
- 3.1.c Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.
- 3.1.e There is evidence that teachers incorporate the use of technology in their classrooms.
- 3.1.g Schools examine and discuss student work collaboratively and use this information to inform their practice.

4.0 – SCHOOL CULTURE*

4	3	2	1

- 4.1.b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.
- 4.1.c Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.
- 4.1.i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.
- 4.1.k The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflect a commitment to equity and an appreciation of diversity.
- 4.2 There is evidence that administrator exhibits promptness, participation and professionalism in all school-related endeavors.

5.0 – STUDENT, FAMILY AND COMMUNITY SUPPORT*

4	3	2	1

- 5.1.a Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.
- 5.1.b Structures are in place to ensure that all students have access to all of the curriculum (e.g., school guidance, FRYSC, ESS).
- 5.1.c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.
- 5.1.e The district maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

6.0 – PROFESSIONAL GROWTH, DEVELOPMENT, AND EVALUATION*

4	3	2	1

- 6.1.c Staff development priorities are set in alignment with goals for student performance and the individual growth plans for staff.
- 6.1.d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.
- 6.2.b Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.

- 6.2.c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.
- 6.2.d Leadership provides and implements a process of personnel evaluations, which meets or exceeds standards set in statute and regulation.
- 6.2.f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.

7.0– LEADERSHIP*

4	3	2	1

- 7.1.a Leadership has developed and sustained a shared vision.
- 7.1.b Leadership decisions are focused on student academic performance and are data-driven and collaborative.
- 7.1.d There is evidence that the school/district leadership team disaggregates data for use in meeting needs of a diverse population, communicates the information to school staff & incorporates the data systematically into school’s plan.
- 7.1.e Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the learning goals for Kentucky public schools.
- 7.1.f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.
- 7.1.g Leadership plans and allocates resources, monitors progress, provides organizational infrastructure, and removes barriers in order to sustain continuous school improvement.
- 7.1.i There is evidence that the director demonstrates leadership skills in the areas of academic performance, learning environment, and efficiency.
- 7.0a Adheres to the professional code of ethics (16 KAR 1:020)

8.0 – ORGANIZATIONAL STRUCTURE AND RESOURCES*

4	3	2	1

- 8.1.a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.
- 8.1.c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.
- 8.2.a The school/district provides a clearly defined process (in accordance with the school allocation formula) to provide equitable and consistent use of fiscal resources.
- 8.2.d State and federal program resources are allocated and integrated (Safe Schools, Title I, IDEA, FRYSC, ESS) to address student needs identified by the school/district.

9.0 – COMPREHENSIVE AND EFFECTIVE PLANNING*

4	3	2	1

- 9.6.A The Comprehensive School Improvement Plan (CSIP) is implemented as developed.

*SISI Rubric

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Comments:

Evaluatee: _____

Evaluator: _____

Evaluatee Signature

Date

Evaluator Signature

Date

Metcalf County Schools
Director of Elementary/Secondary Education
SUMMATIVE EVALUATION

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

Evaluatee _____ Grade/Content Area _____
 Evaluator _____ Position _____
 School _____
 Date(s) of Conference(s): 1st _____ 2nd _____ 3rd _____ 4th _____

Standard(s)*

- _____ 1. The director of instruction develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- _____ 2. The director of instruction uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- _____ 3. The director of instruction’s instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.
- _____ 4. The director of instruction functions as an effective member of the learning community and supports a climate conducive to performance excellence.
- _____ 5. The director of instruction works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.
- _____ 6. The director of instruction provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.
- _____ 7. The director of instruction’s instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.
- _____ 8. There is evidence that the director of instruction is organized to maximize use of all available resources to support high student and staff performance.
- _____ 9. The director of instruction assists in developing, implementing, and evaluating a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

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The Individual Professional Growth Plan is a(n) _____ Enrichment _____ Assistive _____ Corrective

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

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Evaluatee:

Evaluator:

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Signature of Evaluatee

Date

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Comments:

Evaluatee:

Evaluator:

Evaluatee Signature

Date

Evaluator Signature

Date

Metcalf County Schools
Assistant Director of Migrant
SUMMATIVE EVALUATION

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**Metcalfe County Schools
School Psychometrist
Formative Evaluation Report**

Name _____ Date _____ School _____

Standards Performance

4 = Consistently 3 = Frequently 2 = Occasionally 1 = Seldom

1.0 Psychological Services*

4	3	2	1

- 1.1 Participates in establishing priorities for the delivery of evaluation services.
- 1.2 Maintains records of services requested and delivered.
- 1.3 Interprets educational policies, programs and procedures related to evaluation services.
- 1.4 Explains roles and responsibilities of school psychometrist to students.
- 1.5 Works with school personnel to accomplish identified program goals and objectives.
- 1.6 Applies psychological research data to the development and evaluation of educational programs and services.
- 1.7 Utilizes school and community resources to maximize program effectiveness.

2.0 Interpersonal Relationships*

4	3	2	1

- 2.2 Promotes the use of school and community resources as additional means of accomplishing assessment goals.
- 2.3 Assists in the screening of students possibly in need of more comprehensive assessment.
- 2.4 Applies psychological and psychoeducational assessment techniques as planned.
- 2.5 Applies diagnostic assessment within specific areas of deficiency to aid in instructional planning.
- 2.6 Implements intervention procedures with individuals and groups.
- 2.7 Applies local, state, and federal laws, policies, and regulations to the delivery of school evaluation services.
- 2.8 Formulates educational recommendations and interventions consistent with assessment data.
- 2.9 Contributes to the development and evaluation of instructional programs as planned.
- 2.10 Plans or assists in the planning of evaluation professional development training, education and psychological programs for students, staff, and parents.

3.0 Interpersonal Relationships*

4	3	2	1

- 3.1 Demonstrates positive collaborative relationships with students.
- 3.2 Demonstrates positive collaborative relationships with staff.
- 3.3 Demonstrates positive collaborative relationships with administrators.
- 3.4 Demonstrates positive collaborative relationships with parents/community.

4.0 Professional Responsibilities*

4	3	2	1

- 4.1 Is punctual in the performance of duties.
- 4.2 Participates in professional development activities to continually upgrade skills.
- 4.3 Makes studies of new practices and techniques for improving and keeping records.
- 4.4 Attends meetings and other school related programs as necessary and appropriate.
- 4.5 Develops and implements activities that are designed to utilize the goals of the school district.
- 4.0a Adheres to the professional code of ethics (16 KAR 1:020)

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- 2.f Develop the instructional and leadership capacity of staff
- 2.g Maximize time spent on quality instruction
- 2.h Promote the use of the most effective and appropriate technologies to support teaching and learning
- 2.i Monitor and evaluate the impact of the instructional program

ISLLC Standard 3: *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

- 3.a Monitor and evaluate the management and operational systems
- 3.b Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- 3.c Promote and protect the welfare and safety of students and staff
- 3.d Develop the capacity for distributed leadership
- 3.e Ensure teacher and organizational time is focused to support quality instruction and student learning

ISLLC Standard 4: *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

- 4.a Collect and analyze data and information pertinent to the educational environment
- 4.b Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources
- 4.c Build and sustain positive relationships with families and caregivers
- 4.d Build and sustain productive relationships with community partners

ISLLC Standard 5: *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

- 5.a Ensure a system of accountability for every student’s academic and social success
- 5.b Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- 5.c Safeguard the values of democracy, equity, and diversity
- 5.d Consider and evaluate the potential moral and legal consequences of decision-making
- 5.e Promote social justice and ensure that individual student needs inform all aspects of schooling

ISLLC Standard 6: *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

- 6.a Advocate for children, families, and caregivers
- 6.b Act to influence local, district, state, and national decisions affecting student learning
- 6.c Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Comments:

Evaluatee: _____

Evaluator: _____

 Evaluatee Signature

 Date

 Evaluator Signature

 Date

Metcalf County Schools
School Psychometrist
SUMMATIVE EVALUATION

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

Evaluatee _____
 Evaluator _____ Position _____
 Date(s) of Conference(s): 1st _____ 2nd _____ 3rd _____ 4th _____

Standard(s)*

Indicate a Performance Level of 1, 2, 3, or 4 for each overall standard.

- _____ 1. Psychometrist Services
- _____ 2. Program Management/Leadership
- _____ 3. Interpersonal Relationships
- _____ 4. Professional Duties and Responsibilities

*SISI Rubric

- _____ St.1 An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- _____ St.2 An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- _____ St.3 An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- _____ St.4 An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
- _____ St.5 An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
- _____ St.6 An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

The Individual Professional Plan is a(n) _____ Enrichment _____ Assistive _____ Corrective

Individual Professional Growth Plan reflects a desire/need to acquire further knowledge skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

If the Individual Growth Plan is an assistive or corrective plan, the Formative instrument must be attached.

Comments:

Evaluatee: _____

Evaluator: _____

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

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

Evaluator: _____
 _____ Signature of Evaluator _____ Date _____

Opportunities for appeal processes at both local and state levels are a part of _____ Metcalfe County Board of Education _____ District Evaluation plan.

_____ School Year

**The Individual Corrective Action Plan is developed when an immediate change is required in teacher behavior.

**INDIVIDUAL CORRECTIVE ACTION PLAN
FOR**

Date _____

Work Site _____

Standard #	*Present Prof. Growth Stage	Growth Objective/Goal(s) (describe learning outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates

Employee's Comments:

Evaluator's Comments:

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

R=Refinement/Impact

**METCALFE COUNTY SCHOOLS
INDIVIDUAL PROFESSIONAL GROWTH PLAN**

Name _____ Date _____ School/School Year _____

AREAS OF GROWTH: STANDARDS, COMPREHENSIVE PLAN, PERSONAL GROWTH

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

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

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

TIMELINE:

Certified Employee's Comments: _____

Evaluator's Comments: _____

Certified Employee's Signature Date Evaluator's Signature

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

Achieved _____ Not Achieved _____ Continued _____ Date _____

Certified Employee's Signature

Evaluator's Signature

Provisions for Superintendent's professional growth pursuant to KRS 156.111

Superintendents Training Program and Assessment Center— Assessment of superintendents required—Examination

Prior to July 1, 1992, the Department of Education shall establish a Superintendents Training Program and Assessment Center. The assessment center shall be modeled after the American Association of School Administrators assessment process or a similar validated process. The department may provide for assessor training. The center shall include, but not be limited to, training for superintendents in the following subjects:

**Core concepts of management;
School-based decision making;
Kentucky school law;
Kentucky school finance; and
School curriculum and assessment**

At the conclusion of the training, each participant shall complete a written comprehensive examination based on the content of the training.

In addition to any applicable certification and experience requirements, to be qualified and eligible for continued employment as a school superintendent, effective July 1, 1994, the school superintendent shall have successfully completed the assessment center process. A person hired for the first time as superintendent in Kentucky after June 30, 1994, shall successfully complete the assessment center process within (1) year of assuming his duties as superintendent.

The Kentucky Board of Education shall adopt administrative regulations to govern the training content, number of hours, written examination, and criteria for successful completion of the training and assessment center process. The board shall establish the continuing professional development requirements for school superintendents, to be effective July 1, 1994.

(Enact. Acts 1990, ch.476, Pt. II & 46, effective July 13, 1990; 1994, ch. 14, & 1, effective February 17, 1994; 1996, ch. 362, & 6, effective July 15, 1996.)

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 part of the official personnel record.

PERSONNEL 03.18

-CERTIFIED PERSONNEL-

Evaluation

DEVELOPMENT OF SYSTEM

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

PURPOSES

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

NOTIFICATION

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

REVIEW

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

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

PRINCIPAL'S RECOMMENDATION

The Principal shall provide the Superintendent by March 30 of each year a comprehensive evaluation along with a recommendation for reemployment or termination for all teachers under his supervision.

APPEAL PANEL

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

ELECTION

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

TERMS

All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

CHAIRPERSON

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

PERSONNEL 03.18 (Continued)

Evaluation

APPEAL TO PANEL

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

APPEAL FORM

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

CONFLICTS OF INTEREST

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

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

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

BURDEN OF PROOF

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

HEARING

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

PANEL DECISION

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

SUPERINTENDENT

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

REVISIONS

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

PERSONNEL 03.18
(Continued)
Evaluation

REFERENCES:

¹KRS 156.557, 704 KAR 003:345
OAG 92-135, Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

RELATED POLICIES:

²03.15; 02.14; 03.16

Adopted/Amended: 07/17/2006
Order #:

PERSONNEL 03.18 AP.11

-CERTIFIED PERSONNEL-

Appeals/Hearings

PURPOSE

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. This panel shall determine if the evaluation process and guidelines have been followed according to the District's evaluation plan and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

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

APPEALS

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

Both the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation shall not be carried away from the established meeting by either parties involved or the Panel members.

The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by panel members during the hearing.

The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.

Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.

For official records, the hearing will be audiotaped and a copy provided to both parties if requested in writing.

Only Panel members, the evaluatee and evaluator, legal counsel, and the employee's chosen representative will be present at the hearing.

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

PERSONNEL 03.18 AP.11 (Continued)

Appeals/Hearings

HEARINGS

The following procedures will be implemented during the hearings:

The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the panel's responsibilities.

Each party will be allowed to make a statement of claim. The evaluatee will begin.

The Panel may question the evaluatee and evaluator.

The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal.

Each party (evaluator and evaluatee) will be asked to make closing remarks.

The chairperson of the Panel will make closing remarks.

The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:

Upholding all parts of the original evaluation.

Voiding the original evaluation or parts of it.

Ordering a new evaluation by a second certified employee.

Removing the summative evaluation from the personnel file and placing a copy of the Panel's written findings in the file.

The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.

The Superintendent shall act on the recommendation(s) of the Panel.

The Superintendent's decision, the Panel's recommendation, and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

Employees may file a grievance/communication if they believe they have been the subject of discrimination or for any other reason covered by applicable policy.

Review/Revised:3/19/07

PERSONNEL 03.18 AP.12

- CERTIFIED PERSONNEL -

Confidentiality of Records

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

ACCESSIBILITY

Evaluation records will be accessible only to:

Members of the District Evaluation Appeals Panel when an employee has appealed his/her summative evaluation to the Panel.

Administrators who supervise, or share the supervision of, the evaluatee. Generally, these administrators will include the Principal/Assistant Principal in the evaluatee's building, the Superintendent, and other District-level administrative staff members, as designated by the Superintendent.

The Board, if the majority of Board members vote to request such access for lawful District purposes and on advice of legal counsel. Board members shall review evaluation records in a closed Board meeting in the presence of the Superintendent.

Records may be subpoenaed in cases where litigation occurs.

RELATED PROCEDURE:

03.18 AP.11

Review/Revised: 3/19/07

PERSONNEL 03.18 AP.22

-CERTIFIED PERSONNEL-

Evaluation Committee

EVALUATION COMMITTEE TASKS

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

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

TRAINING OF EVALUATORS

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

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

FREQUENCY OF SUMMATIVE EVALUATIONS

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

Position	Annually	Every two (2) years	Every three (3) years
Superintendent	X		
Administrators	X		
Non-tenured	X		
Tenured	X		

Review/Revised: 3/19/07

ADMINISTRATOR STANDARDS

Standard 1: *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*

Functions

Collaboratively develop and implement a shared vision and mission

Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning

Create and implement plans to achieve goals

Promote continuous and sustainable improvement

Monitor and evaluate progress and revise plans

Standard 2: *An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

Functions

Nurture and sustain a culture of collaboration, trust, learning, and high expectations

Create a comprehensive, rigorous, and coherent curricular program

Create a personalized and motivating learning environment for students

Supervise instruction

Develop assessment and accountability systems to monitor student progress

Develop the instructional and leadership capacity of staff

Maximize time spent on quality instruction

Promote the use of the most effective and appropriate technologies to support teaching and learning

Monitor and evaluate the impact of the instructional program

Standard 3: *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

Functions

Monitor and evaluate the management and operational systems

Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources

Promote and protect the welfare and safety of students and staff

Develop the capacity for distributed leadership

Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

Functions

Collect and analyze data and information pertinent to the educational environment

Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

Build and sustain positive relationships with families and caregivers

Build and sustain productive relationships with community partners

Standard 5: *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

Functions

Ensure a system of accountability for every student's academic and social success

Model principles of self-awareness, reflective practice, transparency, and ethical behavior

Safeguard the values of democracy, equity, and diversity

Consider and evaluate the potential moral and legal consequences of decision-making

Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

Functions

Advocate for children, families, and caregivers

Act to influence local, district, state, and national decisions affecting student learning

Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

TEACHER STANDARDS

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

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

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

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

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

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

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE.

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

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

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

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

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

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

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

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

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

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

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

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

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

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

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

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

Initial-Level Performance	Advanced-Level Performance
8.1 Identifies students whose learning could be enhanced by collaboration.	
Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.	Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.	
Designs a plan to enhance student learning that includes all parties in the collaborative effort.	Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.
8.3 Implements planned activities that enhance student learning and engage all parties.	
Implements planned activities that enhance student learning and engage all parties.	Explains how the collaboration to enhance student learning has been implemented.
8.4 Analyzes data to evaluate the outcomes of collaborative efforts.	
Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.	Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

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

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

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

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION	
The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.	
Initial-Level Performance	Advanced-Level Performance
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.	
Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.	Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.
10.2 Develops a plan for engaging in leadership activities.	
Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.	Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.
10.3 Implements a plan for engaging in leadership activities.	
Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.	Effectively implements the leadership work plan.
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.	
Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.	Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.