

Morgan County Board  
of Education

Plan for  
*EVALUATION OF  
CERTIFIED PERSONNEL*

Deatrah Barnett  
Interim Superintendent

Approved June 2009

Morgan County Board of Education  
EVALUATION OF CERTIFIED PERSONNEL

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# Plan for Evaluation of Certified Personnel

Morgan County Schools

Morgan County Board of Education  
496 Prestonsburg Street, P.O. Box 489  
West Liberty, KY 41472

*Deatrah Barnett*  
*Interim Superintendent*

Evaluation Contact Person:  
Brenda B. Whitt  
606-743-8002

## Evaluation Planning Committee

*Barnett, Deatrah----Interim Superintendent*  
*Carter, Sylvia-----Elementary Collaborating Teacher*  
*Gulley, Frances---Elementary Librarian*  
*Hembree, Allison-----Middle School Teacher*  
*Keeton, Lori-----High School Teacher*  
*Rose, Carol----Elementary Principal*  
*Sparkman, Darren----Middle School Principal*  
*Whitt, Brenda----DAC*

**ASSURANCES**  
**CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN**

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

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

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

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

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 8, 2009.

Debrah Barnett  
Signature of District Superintendent

6/8/09  
Date

Pete Hutchinson  
Signature of Chairperson, Board of Education

6/8/09  
Date

Policy Statement for  
**EVALUATION OF CERTIFIED PERSONNEL**

The purpose of evaluating certified personnel, as defined in 704 KAR 3:345, is to foster improved instructional performance for greater student learning. The evaluation system of the Morgan County Board of Education is predicated upon bringing about such improvement by identifying instructional strengths and weaknesses, to be addressed in an individual professional growth plan. All certified employees will be oriented annually to the evaluation process and the criteria for evaluation, prior to the implementation of the plan.

A certified personnel formal evaluation will be conducted openly and annually by properly trained district administrative staff members designated as "prime evaluators," or the direct supervisor, trained each year in the local evaluation process. All teachers on a limited contract (excluding interns, who will have a Morgan County Summative Evaluation Form completed and placed in their personnel file) will be evaluated annually, and tenured teachers will be evaluated at least once every three (3) years. All administrators (excluding principal interns, who are evaluated through the KPIP process) will be openly evaluated annually, including the superintendent. The Morgan County Board of Education shall set guidelines and timelines of the superintendent's evaluation, pursuant to KRS 156.111. Teachers may request a complete evaluation at any time, even when one is not scheduled. Furthermore, individuals whose performance may be considered by the "prime evaluator" to be less than satisfactory will be evaluated annually, even though they may be at the continuing contract status. The prime evaluator shall prepare a written observation/conference report summarizing all the evaluation data including formative data, lesson plans, student work observed, professional development activities, conferences and other documentation giving one copy to the evaluatee and one provided to the superintendent for retention in the employee's personnel file.

Each certified person being considered for potential employment shall be informed that the Morgan County Board of Education makes use of an evaluation policy and shall be asked if they would find any reason for not wanting to be evaluated. If employed, the individual will be furnished a copy of the evaluation procedure and the evaluation instrument used. S/he shall have the procedure reviewed in an orientation meeting and shall be given an opportunity to ask questions concerning the policy. Each certified person is provided the opportunity for written response to their evaluation that becomes part of their official file.

*Conference and Growth Plan*

Following the initial observation by the prime evaluator, a conference will be scheduled with the evaluatee to review the findings of the evaluation. It will be the responsibility of the prime evaluator to prepare a completed evaluation form, in writing, to review it with the evaluatee, and to provide the evaluatee with a copy of the form.

In the follow-up conference with the certified employee, it shall be the combined responsibility of the prime evaluator and the evaluatee to prepare a "Professional Growth Plan," aligned with school/district professional development goals, to address the identified area(s) of need on the evaluation. This plan shall specify the area(s) of professional growth needed, suggest activities for reaching the measurable goal(s), and specify a time-frame for accomplishing the stated goal(s). The Professional Growth Plan for both administrators and evaluatees shall be reviewed annually.

*Third Party Observer*

Any evaluatee who disagrees with a formative evaluation has the right to request a third party observation. This request must be made in writing to the evaluator no later than five (5) working days following the formative conference, and must be filed by February 15 of the academic year in which the summative evaluation occurs. The third party observer must be trained in the evaluatee's content area or be a curriculum or content specialist. The selection of the third party observer shall, if possible, be determined through mutual agreement by the evaluator and evaluatee. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the evaluatee's written request, the evaluator shall select the third party observer.

*Corrective Action Plan*

An Individual Corrective Action Plan shall be developed when an evaluatee receives any "does not meet" rating(s) on the Summative Evaluation or when an immediate change is required in teacher behavior. This plan shall include strategies and activities for correcting the identified deficiency and a time frame for its completion. The prime evaluator

## EVALUATION OF CERTIFIED PERSONNEL (continued)

shall be responsible for monitoring the Corrective Action Plan for progress and completion and for communicating such to the evaluatee.

### Procedure for Appeal

Two (2) members of the panel shall be elected by and from the certified employees of the District, the third and fourth vote getters serve as alternates in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and may appoint one (1) alternate certified employee to the panel. The chairperson of the panel shall be the certified employee appointed by the Board.

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may file a request for a hearing. Requests shall be submitted to the panel chairperson within thirty (30) days of the employee's evaluation conference. The certified employee may request any written evaluation material that pertains to this appeal. 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.

The appeal (Appendix S) 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.

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.

The certified employee appealing to the panel has the burden of proof and has the right to all written evaluations pertaining to this appeal. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation and has the right to records of the evaluatee.

The panel shall hold necessary hearings. The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
3. The evaluatee may present relevant evidence in support of the appeal.
4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and evaluator.
6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The chairperson of the Panel will make closing remarks.
9. The decision of the Panel, after sufficiently reviewing all evidence; may include, but not be limited to, the following:
  - a. Upholding all parts of the original evaluation.
  - b. Voiding the original evaluation or parts of it.
  - c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.

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

Any certified personnel who believe that the local district has not properly implemented the adopted evaluation plan according to the way it was approved by the Kentucky Department of Education.

## Forward

Kentucky law requires that each school district adopt board policy pertaining to staff evaluation and that a plan and procedures be submitted to the State Department of Education for approval.

This handbook, developed by a committee of teachers and administrators, is designed to orient staff to the local board policy, to the procedures to be utilized to implement the evaluation plan, and to serve as a reference when needed.

The purposes of the evaluation program are stated in board policy. The system has been developed on the premise that our staff is professional, motivated, and continually striving for self and program improvement. With this in mind, all of us involved in the evaluation process are aware of the seriousness of their undertaking while at the same time positive as to its benefits for personal growth and the improvement of the educational program of this school district.

*Deatrah N. Barnett*  
*Superintendent of Morgan County Schools*

## SUMMARY OF EVALUATION SYSTEM

RECOMMENDED TIME SCHEDULE FOR ADMINISTRATORS*	RECOMMENDED TIME SCHEDULE FOR TEACHERS*	EVALUATION ACTIVITY
Prior to Aug. 1 OR No later than the end of the first month of reporting for Employment each school year	Prior to Sept. 1 OR Prior to Oct 15	Orientation to evaluation system to district personnel and designation of primary evaluators to participate in the program for the year. Any teacher hired after the initial orientation has been conducted shall be given the orientation by the school principal within ten (10) working days of their employment.
Prior to Oct 15	Prior to Oct 15	Pre-observation conference, which begins the formative evaluation process, with immediate supervisor to review the job description, goals and objectives of the position for the evaluation periods, and agreement on activities to attain the goals.
Prior to the closing date of the school year	Within 120 working days after school year begins	Observation of work and monitoring of performance to determine progress on attaining stated goals and fulfilling requirements of position as stated in the job description, as well as to provide assistance where needed. Tenured staff with satisfactory work performance must be observed at least once. Non-tenured staff and staff whose initial observations are not satisfactory must be observed at least three (3) times. Each observation is to be followed with a post observation conference and the development of or adjustment to a professional growth plan. This conference must occur within five (5) working days of the observation.
Prior to June 30	Within 140 working days after school year begins	Final conference (Summative Evaluation) to analyze job performance and prepare the written evaluation report. This conference must occur within one (1) work week following the final evaluation activities.
	Within 10 days days after receipt of Summa- tive Evaluation	Any grievances or responses requested for hearing by the local appeals committee must be made in writing to the superintendent.
	Within 10 days after written request	Local appeals committee must conduct hearing of grievance.
	Within 10 days after hearing	Local appeals committee must provide written report of findings of the hearing.

\*The time frame for teachers must be adhered to when the non-renewal or demotion of a staff member (teacher or administrator) is being considered.

## PROFESSIONAL GROWTH AND EVALUATION PROCESS

NEW and EXPERIENCED TEACHERS	
Non-Tenured	TENURED
One (1) through four (4) years	More than four (4) years
All certified employees shall be made aware no later than the end of the first month of reporting of employment for each school year of the criteria of which they are to be evaluated.	
<i>FORMATIVE PHASE (data collection)</i>	
<p style="text-align: center;"><b>Pre-conference(s)</b> (prior to each observation)</p> <ol style="list-style-type: none"> <li>1. who observes</li> <li>2. when observations are to occur</li> <li>3. where</li> <li>4. unit of study/lesson plan</li> <li>5. other exchange of information</li> </ol>	<p style="text-align: center;"><b>Pre-conference(s)</b> (prior to each observation)</p> <ol style="list-style-type: none"> <li>1. who observes</li> <li>2. when observations are to occur</li> <li>3. where</li> <li>4. unit of study/lesson plan</li> <li>5. other exchange of information</li> </ol>
<p style="text-align: center;"><b>Formative Observations</b></p> <ol style="list-style-type: none"> <li>*1. minimum of two (2) per year when results are satisfactory</li> <li>2. prior to each formative conference</li> </ol> <p><b>*More observations shall occur when results are unsatisfactory</b></p>	<p style="text-align: center;"><b>Formative Observations</b></p> <ol style="list-style-type: none"> <li>*1. minimum of one (1) every three (3) year period when results are satisfactory</li> <li>2. prior to each formative conference</li> </ol> <p><b>*More observations shall occur when results are unsatisfactory</b></p>
<p style="text-align: center;"><b>Formative Conferences (post)</b></p> <ol style="list-style-type: none"> <li>*1. minimum of two (2) per year</li> <li>2. evaluator/evaluatee</li> <li>3. within one (1) work week following each observation</li> <li>4. open discussion of observation and feedback to evaluatee regarding performance/product</li> <li>5. discuss/establish/revise individual professional growth plan/activities</li> </ol> <p><b>*More conferences shall occur when observation results are unsatisfactory.</b></p>	<p style="text-align: center;"><b>Formative Conferences (post)</b></p> <ol style="list-style-type: none"> <li>*1. minimum of one (1) every three (3) year period when results are satisfactory.</li> <li>2. evaluator/evaluatee</li> <li>3. within one (1) work week following each observation</li> <li>4. open discussion of observation and feedback to evaluatee regarding performance/product</li> <li>5. discuss/establish/revise individual professional growth plan/activities</li> </ol> <p><b>*Multiple conferences shall occur when observation results are unsatisfactory.</b></p>
<i>SUMMATIVE PHASE (decision-making)</i>	
<p style="text-align: center;"><b>Summative Conference (post)</b></p> <ol style="list-style-type: none"> <li>1. discussion between person evaluated and evaluator</li> <li>2. once each year</li> <li>3. includes all evaluations data collected</li> <li>4. held at the end of the evaluation cycle</li> <li>5. completed (written) evaluation report provided to person evaluated</li> <li>6. establish/revise individual professional growth plan</li> </ol>	<p style="text-align: center;"><b>Summative Conference (post)</b></p> <ol style="list-style-type: none"> <li>7. discussion between person evaluated and evaluator</li> <li>8. once each year</li> <li>9. includes all evaluations data collected</li> <li>10. held at the end of the evaluation cycle</li> <li>11. completed (written) evaluation report provided to person evaluated</li> <li>12. establish/revise individual professional growth plan</li> </ol>
<p style="text-align: center;"><b>Summative Evaluation</b></p> <ol style="list-style-type: none"> <li>1. once each year</li> <li>2. summary/conclusions from all evaluation data (formative and summative)</li> <li>3. written evaluation report</li> </ol>	<p style="text-align: center;"><b>Summative Evaluation</b></p> <ol style="list-style-type: none"> <li>1. minimum of one (1) every three (3) year period</li> <li>2. summary/conclusion from all evaluation data (formative and summative)</li> <li>3. written evaluation report</li> </ol>
<p>District personnel files <u>shall contain</u>:</p> <ol style="list-style-type: none"> <li>1. Summative evaluation (completed form) per evaluatee at the end of the evaluation cycle.</li> <li>2. Individual professional growth plan per evaluatee/per evaluation cycle (reviewed annually).</li> </ol>	

Morgan County Board of Education  
EVALUATION OF CERTIFIED PERSONNEL

**POSITION:** Non-Tenured Teacher  
Tenured Teacher

**PRIME EVALUATOR:** Principal

**FREQUENCY:** Non-Tenured personnel, annually  
Tenured personnel, at least once every three years

**PROCEDURE:** All teachers shall be evaluated openly and with prior knowledge of the observation(s). The prime evaluator shall determine the length, frequency, and nature of said observations.

The evaluation instrument (see attachment) shall be completed in writing and at least one conference shall be conducted between the evaluatee and the prime evaluator. The evaluatee shall have the opportunity to make written responses to the evaluation and shall be informed of the appeals process. One copy of the written evaluation will be given to the evaluatee and a second copy will be submitted to the superintendent for the employee's personnel record.

The evaluatee and the principal shall compose a Professional Growth Plan (see attachment) for improving evaluatee effectiveness in the classroom.

**PERFORMANCE STANDARD:**

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 Evaluates Teaching and Learning
8. Collaborates with Colleagues/Parents/Others
9. Evaluates Teaching and Implements Professional Development
10. Provides Leadership within School/Community/Profession

**PRE-OBSERVATION CONFERENCE**

Teacher

Date

School

Subject

Grade

Period/Time

**TEACHER COMPLETES THIS FORM AND DISCUSSES CONTENT WITH ADMINISTRATOR PRIOR TO SCHEDULED OBSERVATION**

**Core Content Aligned Objective/Major Lesson Content/Unit of Study:**

**Instructional Strategies**

**Teacher Behaviors**

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

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

**Student Behaviors**

- Constructing graphs
- Drafting
- Revising
- Proofreading
- Presentations
- Researching
- Peer tutoring
- Taking notes
- Using manipulatives
- Using technology
- Work in groups
- Designing/constructing
- Other \_\_\_\_\_

- Prewriting
- Editing
- Conferencing
- Publishing
- Discussion
- Worksheets
- Using tools
- Reading
- Listening
- Summarizing
- Work in pairs
- Games/puzzles

**Principles of Learning**

- Conscious Attention
- Chunking
- Connection
- Practice
- Personal Relevance
- Locale Memory
- Mental Models
- First Time Learning
- Neural Downshifting
- Other \_\_\_\_\_

- Enriched Environments
- Success
- Performance Feedback
- Clear Learning Goals**
- Congruency**
- Task Analysis**
- Diagnosis**
- Overt Responses**
- Mid Course Corrections**
- Other \_\_\_\_\_

**Resources**

- ESS
- Counselor
- Speaker
- Other \_\_\_\_\_

- Title I
- Instructional Assistant
- Consultant/resource person

Librarian

- Textbooks
- Manipulatives
- Tools
- Other \_\_\_\_\_

- Computers
- Reference materials
- Videos/TV

**Learning Styles**

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

**Assessment Strategies**

*Ongoing:*

- Anecdotal records
- Learning logs
- Open response
- Peer conference
- Reflection
- Oral response(s)
- Journal
- Teacher conference

*Culminating:*

- Project
- Open response
- Textbook test
- Teacher-made test
- Portfolio
- Performance events
- Individual investigation
- Other \_\_\_\_\_

**Intervention Strategies**

- One-on-one
- Small group
- Use of technology
- Use of audio tapes
- Other \_\_\_\_\_
- Extended time
- Peer tutoring
- Scribing
- Taping responses
- Support personnel
- Modified time
- Use of Special Education personnel
- Modified lesson
- Reading to student(s)
- Repeating directions

Teacher Signature - Date

Evaluator Signature - Date

**DATA COLLECTION SUMMARY (FORMATIVE)**

Teacher: \_\_\_\_\_ Position: \_\_\_\_\_

Observer: \_\_\_\_\_ Position: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Activity Observed: \_\_\_\_\_

**DATA COLLECTION TOOL**

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

**STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE**

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

**1.1 Communicates concepts, processes, and knowledge.**

Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator.
<input type="checkbox"/> Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.	<input type="checkbox"/> Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.	

**1.2 Connects content to life experiences of student.**

Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> Effectively connects most content, procedures, and activities with relevant life experiences of students.	<input type="checkbox"/> Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.	

**1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.**

Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning. Teacher effectively uses the 6 Big Ideas of Learning Centered Schools.	<input type="checkbox"/> Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students. Teacher effectively uses the 18 Ideas of Learning Centered Schools.	

**1.4 Guides students to understand content from various perspectives.**

Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.	<input type="checkbox"/> Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.	

**1.5 Identifies and addresses students' misconceptions of content.**

Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> Identifies misconceptions related to content and addresses them during planning and instruction.	<input type="checkbox"/> Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.	

## STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

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

### 2.1 Develops significant objectives aligned with standards.

Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards	<input type="checkbox"/> Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities.	

### 2.2 Uses contextual data to design instruction relevant to students.

Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.	<input type="checkbox"/> Plans and designs instruction that is based on significant contextual and pre-assessment data.	

### 2.3 Plans assessments to guide instruction and measure learning objectives.

Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> Prepares assessments that measure student performance on each objective and help guide teaching.	<input type="checkbox"/> Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.	

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

Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> Aligns instructional strategies and activities with learning objectives for all students.	<input type="checkbox"/> Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.	

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

Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> Plans instructional strategies that include several levels of learning that require higher order thinking.	<input type="checkbox"/> 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.

3.1 Communicates high expectations		
Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.	<input type="checkbox"/> Consistently Sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.	
3.2 Establishes a positive learning environment.		
Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	<input type="checkbox"/> Maintains a fair, respectful, and productive classroom environment conducive to learning.	
3.3 Values and supports student diversity and addresses individual needs.		
Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> Uses a variety of strategies and methods to supports student diversity by addressing individual needs.	<input type="checkbox"/> Consistently uses appropriate and responsive instructional strategies that address the needs of all students.	
3.4 Fosters mutual respect between teacher and students and among students.		
Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.	<input type="checkbox"/> Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.	
3.5 Provides a safe environment for learning.		
Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> Creates a classroom environment that is both emotionally and physically safe for all students including, but not limited to, punctuality, acceptable teacher attendance, acceptable dress and fulfillment of assigned duties.	<input type="checkbox"/> Maintains a classroom environment that is both emotionally and physically safe for all students including, but not limited to, punctuality, acceptable teacher attendance, acceptable dress and fulfillment of assigned duties.	

## STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

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

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

Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.	<input type="checkbox"/> Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.	

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

Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> Implements instruction based on contextual information and assessment data.	<input type="checkbox"/> Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.	

### 4.3 Uses time effectively

Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> 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.	<input type="checkbox"/> Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.	

### 4.4 Uses space and materials effectively

Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> Uses classroom space and materials effectively to facilitate student learning.	<input type="checkbox"/> Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.	

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

Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> Instruction provides opportunity to promote higher-order thinking.	<input type="checkbox"/> Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.	

## STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

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

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

## STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

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

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

## STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

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

7.1 Uses data to reflect on and evaluate student learning		
Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> Reflects on and accurately evaluates student learning using appropriate data.	<input type="checkbox"/> Uses formative and summative performance data to determine the learning needs of all students.	
7.2 Uses data to reflect on and evaluate instructional practice		
Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> Reflects on and accurately evaluates instructional practice using appropriate data.	<input type="checkbox"/> Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.	
7.3 Uses data to reflect on and identify areas for professional growth		
Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> Identifies areas for professional growth using appropriate data.	<input type="checkbox"/> Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.	

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

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

## STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

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

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

<b>10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school</b>		
Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> 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. Adheres to Professional Code of Ethics (see appendix), punctuality, attendance, and adherence to board policies and administrative regulations.	<input type="checkbox"/> 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. Adheres to Professional Code of Ethics (see appendix), punctuality, attendance, and adherence to board policies and administrative regulations	
<b>10.2 Develops a plan for engaging in leadership activities</b>		
Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> 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.	<input type="checkbox"/> Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.	
<b>10.3 Implements a plan for engaging in leadership activities</b>		
Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.	<input type="checkbox"/> Effectively implements the leadership work plan.	
<b>10.4 Analyzes data to evaluate the results of planned and executed leadership efforts</b>		
Initial-Level Performance	Advanced-Level Performance	What I need to do to meet this demonstrator
<input type="checkbox"/> Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.	<input type="checkbox"/> Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.	

# SUMMATIVE CONFERENCE FORM

Evaluatee \_\_\_\_\_

Content Area \_\_\_\_\_

Evaluator \_\_\_\_\_

Grade \_\_\_\_\_

Date of Conference / Analyses \_\_\_\_\_

School \_\_\_\_\_

Standards/Performance Criteria	Performance / Product Portfolio Ratings			PD Growth Activities Discussed
	(* More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	What I need to do to meet this indicator/standard.
<b>I. Demonstrates Applied Content Knowledge</b>				
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.				
Overall rating for Summative Evaluation Form				

	Meets	Growth Needed	Does Not Meet	What I need to do to meet this indicator/standard.
<b>II. Designs and Plans Instruction</b>				
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.				
Overall rating for Summative Evaluation Form				

	Meets	Growth Needed	Does Not Meet	What I need to do to meet this indicator/standard.
<b>III: Creates and Maintains Learning Climate</b>				
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.				
Overall rating for Summative Evaluation Form				

	Meets	Growth Needed	Does Not Meet	What I need to do to meet this indicator/standard.
<b>IV: Implements and Manages Instruction</b>				
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 of thinking.				
Overall rating for Summative Evaluation Form				

	Meets	Growth Needed	Does Not Meet	What I need to do to meet this indicator/standard.
<b>V: Assesses and Communicates Learning Results</b>				
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 including parent-teacher conferences.				
5.6 Allows opportunities for student self-assessment.				
Overall rating for Summative Evaluation Form				

VI: Demonstrates the Implementation of Technology	Meets	Growth Needed	Does Not Meet	What I need to do to meet this indicator/standard.
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.				
Overall rating for Summative Evaluation Form				

VII: Reflects on and Evaluates Teaching and Learning	Meets	Growth Needed	Does Not Meet	What I need to do to meet this indicator/standard.
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 development.				
Overall rating for Summative Evaluation Form				

VIII: Collaborates with Colleagues/Parents/Others	Meets	Growth Needed	Does Not Meet	What I need to do to meet this indicator/standard.
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.				
Overall rating for Summative Evaluation Form				

IX: Evaluates Teaching and Implements Professional Development	Meets	Growth Needed	Does Not Meet	What I need to do to meet this indicator/standard.
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.				
Overall rating for Summative Evaluation Form				

X: Provides Leadership within School/Community/Profession	Meets	Growth Needed	Does Not Meet	What I need to do to meet this indicator/standard.
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 Analyzes data to evaluate the results of planned and executed leadership efforts.				
Overall rating for Summative Evaluation Form				

_____ (Evaluatee Signature)	_____ (Date)	_____ (Evaluator Signature)	_____ (Date)
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## GUIDELINES FOR COMPLETING THE PROFESSIONAL GROWTH PLAN

A professional growth plan is the plan which teachers use to become more proficient in meeting the Kentucky Teacher Standards and Indicators and are aligned with the Comprehensive School Improvement Plan (CSIP) the Comprehensive District Improvement Plan (CDIP) or are content specific to the teacher and are reviewed annually. The teacher should review his or her strengths and prioritize areas of weakness to be identified as areas of professional growth.

Once an area has been identified actions/strategies can then be taken; for example observing colleagues, attending professional development, participating in a book study, participating in case studies, professional discussion with colleagues are among just a few of possibilities for professional growth actions/strategies.

Expected impact is how you think your participation in the professional development will help your identified area of professional growth and evidence of attainment is the actual documentation of the actions/strategies and how you will implement this in your work.

**Morgan County Board of Education**  
**EVALUATION OF CERTIFIED PERSONNEL**  
**PROFESSIONAL GROWTH PLAN**  
**Must be CSIP, CDIP or content specific**

Evaluatee's Name \_\_\_\_\_

School(s) \_\_\_\_\_

Date \_\_\_\_\_

**Identified Areas of Strength:**

**Identified Areas for Professional Growth:**

<b>Expectation related to Standard(s)</b> _____:
<b>Actions/Strategies:</b>
<b>Expected Impact:</b>
<b>Evidence of Attainment:</b>
<b>Expectation related to Standard(s)</b> _____:
<b>Actions/Strategies:</b>
<b>Expected Impact:</b>
<b>Evidence of Attainment:</b>

Individual Growth Plan Developed:	
_____ Evaluatee's Signature	_____ Date
_____ Evaluator's Signature	_____ Date

Annual Review:	Achieved: _____	Revised _____	Continued _____
_____ Evaluatee's Signature	_____ Date		
_____ Evaluator's Signature	_____ Date		

**MORGAN COUNTY BOARD OF EDUCATION**  
**SUMMATIVE EVALUATION FORM FOR CERTIFIED PERSONNEL**

*(This summarizes all the evaluation data including formative data, lesson plans, student work observed, professional development activities, conferences, and other documentation.)*

Evaluatee \_\_\_\_\_ Grade/Content Area \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School \_\_\_\_\_ Tenured \_\_\_\_\_ Non-Tenured \_\_\_\_\_

Date(s) of Observation(s): 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

Date(s) of Conferences(s): 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

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

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

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

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ 10. \_\_\_\_\_

Teacher's Comments: \_\_\_\_\_  
 \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_  
 \_\_\_\_\_

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

Evaluatee: \_\_\_\_\_ Agree with this summative evaluation. \_\_\_\_\_  
 \_\_\_\_\_ Disagree with this summative evaluation. \_\_\_\_\_ (Signature) \_\_\_\_\_ (Date)  
 \_\_\_\_\_ Wish to attach a written response.

Evaluator: \_\_\_\_\_  
 \_\_\_\_\_ (Signature) \_\_\_\_\_ (Date)

**\*\* Opportunities for appeal at the local and state levels are a part of the Morgan County School District Plan for Evaluation of Certified Personnel.**

**Employment Recommendation to Central Office:**

- \_\_\_\_\_ Meets teacher standards for continued employment.
- \_\_\_\_\_ Does not meet teacher standards for continued employment.

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

Morgan County Board of Education  
EVALUATION OF CERTIFIED PERSONNEL

**POSITION:** Central Office Administrator; Supervisory Staff; Principal; Assistant Principal; Counselor

**PRIME EVALUATOR:** Immediate Supervisor

**FREQUENCY:** Annually

**PROCEDURE:**

All central office administrators, supervisory staff, principals, and assistant principals shall be evaluated openly and with full knowledge of interviews and observations. The evaluator will determine the length, frequency, and nature of said observations.

The evaluation instrument shall be completed in writing and a conference shall be conducted between the evaluator and the evaluatee within one work week following the observation. The evaluatee shall have the opportunity to make a written response to the evaluation; appeal the evaluation; and receive a paper copy of the completed instrument. Together with the evaluator a plan for professional growth will be developed and implemented.

**PERFORMANCE STANDARDS:**

1. Vision
2. School Culture and Learning
3. Management
4. Collaboration
5. Integrity, Fairness, Ethics
6. Political, Economic, Legal

MORGAN COUNTY BOARD OF EDUCATION  
EVALUATION OF ADMINISTRATORS

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

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

*Review the following standard titles and descriptions of each:*

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

**Evaluation Standards and Performance Criteria  
for Education Administrators  
Data Collection Tool (Formative)**

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

**Standard 1: Vision**

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

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

	PERFORMANCE	EVI-DENT	WHAT I NEED TO DO TO MEET THIS CRITERIA
A.	Collaboratively develop and implement a shared vision and mission		
B.	Collect and use data to identify effectiveness, and promote organizational learning		
C.	Create and implement plans to achieve goals		
D.	Promote continuous and sustainable improvement		
E.	Monitor and evaluate progress and revise plans		

**Standard 2: School Culture and Learning**

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

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

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

**Standard 3: Management**

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

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

	PERFORMANCE	EVI-DENT	WHAT I NEED TO DO TO MEET THIS CRITERIA
A.	Monitor and evaluate the management and operational systems		
B.	Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources		
C.	Promote and protect the welfare and safety of students and staff		
D.	Develop the capacity for distributed leadership		
E.	Ensure teacher and organizational time is focused to support quality instruction and student learning		

### Standard 4: Collaboration

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

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

	PERFORMANCE	EVI-DENT	WHAT I NEED TO DO TO MEET THIS CRITERIA
A.	Collect and analyze data and information pertinent to the educational environment		
B.	Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources		
C.	Build and sustain positive relationships with families and caregivers		
D.	Build and sustain productive relationships with community partners		

### Standard 5: Integrity, Fairness, Ethics

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

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

	PERFORMANCE	EVI-DENT	WHAT I NEED TO DO TO MEET THIS CRITERIA
A.	Ensure a system of accountability for every student's academic and social success		
B.	Model principles of self-awareness, reflective practice, transparency, and ethical behavior including punctuality and attendance.		
C.	Safeguard the values of democracy, equity, and diversity		
D.	Consider and evaluate the potential moral and legal consequences of decision-making		
E.	Promote social justice and ensure that individual student needs inform all aspects of schooling		
F.	Demonstrates professional growth.		

### Standard 6: Political, Economic, Legal

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

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

	PERFORMANCE	EVI-DENT	WHAT I NEED TO DO TO MEET THIS CRITERIA
A.	Advocate for children, families, and caregivers		
B.	Act to influence local, district, state, and national decisions affecting student learning		
C.	Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies		

**EVALUATION OF ADMINISTRATIVE PERSONNEL  
PROFESSIONAL GROWTH PLAN**

Administrator's Name \_\_\_\_\_

School(s) \_\_\_\_\_ Date \_\_\_\_\_

Identified Areas of Strength:

Identified Areas for Professional Growth:

Expectation related to Standard(s) _____:
Actions/Strategies:
Expected Impact:
Evidence of Attainment:
Expectation related to Standard(s) _____:
Actions/Strategies:
Expected Impact:
Evidence of Attainment:

Individual Growth Plan Developed:	
Evaluatee's Signature _____	Date _____
Evaluator's Signature _____	Date _____

Annual Review:	Achieved: _____	Revised: _____	Continued: _____
Evaluatee's Signature _____	Date _____		
Evaluator's Signature _____	Date _____		

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

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

Evaluatee/Observee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_

Date of Conference (Analysis) \_\_\_\_\_ School/Work Site \_\_\_\_\_

**Standards/Performance Criteria**

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

**SUMMATIVE CONFERENCING FORM**  
Education Administrators

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

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

**SUMMATIVE CONFERENCING FORM**  
Education Administrators

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

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



Morgan County Board of Education  
EVALUATION OF CERTIFIED PERSONNEL

Superintendent's Evaluation

\_\_\_\_\_  
Superintendent's Name

\_\_\_\_\_  
Board of Education Chairman

\_\_\_\_\_  
School Year

INSTRUCTIONS

- I. Use a rating scale as follows:
  1. Exemplary Performance
  2. Exceeds Position Expectations
  3. Satisfactory Performance - meets expectations
  4. Satisfactory Performance - but areas need improvement
  5. Unsatisfactory Performance
- II. Mark one of the above in the left hand column.
- III. After each major section, write a narrative description of the individual performance specifying strengths and weaknesses.
- IV. This evaluation shall be performed by the Morgan County Board of Education annually.

**AREAS OF RESPONSIBILITY**

Relationships with the Board of Education

- \_\_\_\_\_ 1. Keeps the board informed on issues, needs, and operation of the school system.
- \_\_\_\_\_ 2. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.
- \_\_\_\_\_ 3. Interprets and executes the intent of board policy.
- \_\_\_\_\_ 4. Seeks and accepts constructive criticism of his/her work.
- \_\_\_\_\_ 5. Supports board policy and actions to the public and staff.
- \_\_\_\_\_ 6. Has a harmonious working relationship with the board members.

## SUPERINTENDENT'S EVALUATION

### Relationships with the Board of Education (Continued)

\_\_\_\_\_ 7. Understands his/her role in administration of board policy and makes a conscious effort to hire highly qualified personnel.

\_\_\_\_\_ 8. Accepts his/her responsibility for maintaining liaison between the board and personnel, working toward a high degree of understanding and respect between staff and the board.

\_\_\_\_\_ 9. Remains impartial toward the board, treating all members alike.

\_\_\_\_\_ 10. Goes immediately and directly to the board when s/he feels an honest, objective difference of opinion exists between him/her and any or all members of the board, in a earnest effort to resolve such differences immediately.

\_\_\_\_\_ 11. Bases his/her position with regard to matters discussed by the board upon principle and is willing to maintain that position without regard for its popularity until an official position has been reached, after which time s/he supports the decision of the board.

Comments: \_\_\_\_\_

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### Community Relationships

\_\_\_\_\_ 1. Gains respect and support of the community and staff on the conduct of the school operation.

\_\_\_\_\_ 2. Solicits and gives attention to problems and opinions of all groups and individuals.

\_\_\_\_\_ 3. Develops friendly and cooperative relationships with news media.

\_\_\_\_\_ 4. Participates actively in community life and affairs.

\_\_\_\_\_ 5. Achieves status as a community leader in public education.

\_\_\_\_\_ 6. Works effectively with public and private agencies.

SUPERINTENDENT'S EVALUATION

Community Relationships (Continued)

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Staff and Personnel Relationships

- \_\_\_\_\_ 1. Develops and executes sound personnel procedures and practices.
- \_\_\_\_\_ 2. Develops good staff morale and loyalty to the organization.
- \_\_\_\_\_ 3. Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.
- \_\_\_\_\_ 4. Delegates authority to staff members appropriately.
- \_\_\_\_\_ 5. Recruits and assigns the best available personnel in terms of their competencies.
- \_\_\_\_\_ 6. Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.
- \_\_\_\_\_ 7. Evaluates performance of staff members, giving commendation for good work as well as constructive suggestions for improvement.
- \_\_\_\_\_ 8. Takes an active role in development of salary schedules for all personnel, and recommends to the board the levels which, within budgetary limitations, will best serve the interests of the district.
- \_\_\_\_\_ 9. At the direction of the board, meets and confers with leaders of the teachers association representing to the best of his/her ability and understanding the interest and will of the board.

Comments\* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Educational Leadership

- \_\_\_\_\_ 1. Understands and keeps informed regarding all aspects of the instructional program.
- \_\_\_\_\_ 2. Implements the district's philosophy of education.
- \_\_\_\_\_ 3. Participates with staff, board, and community in studying and developing curriculum improvement.
- \_\_\_\_\_ 4. Organizes a planned program of staff evaluation and improvement.
- \_\_\_\_\_ 5. Provides democratic procedures in curriculum work, utilizing the abilities and talents of the entire professional staff and lay people of the community.
- \_\_\_\_\_ 6. Inspires others to highest professional standards.
- \_\_\_\_\_ 7. Possesses and maintains the health and energy necessary to meet the responsibilities of his/her position.
- \_\_\_\_\_ 8. Maintains poise and emotional stability in the full range of his/her professional activities.
- \_\_\_\_\_ 9. Is suitably attired and well groomed.
- \_\_\_\_\_ 10. Uses language effectively in dealing with staff members, the board, and the public.
- \_\_\_\_\_ 11. Writes clearly and concisely.
- \_\_\_\_\_ 12. Speaks well in front of large and small groups, expressing his/her ideas in a logical and forthright manner.
- \_\_\_\_\_ 13. Thinks well when faced with an unexpected or disturbing turn of events in a large group meeting.
- \_\_\_\_\_ 14. Maintains his/her professional development by reading, course work, conference attendance, work on professional committees, visiting other districts, and meeting with other superintendents.
- \_\_\_\_\_ 15. Displays a commitment to education as a profession.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SUPERINTENDENT'S EVALUATION

- \_\_\_\_\_ 1. Keeps informed on needs of the school program-plant, facilities, equipment, and supplies.
- \_\_\_\_\_ 2. Supervises operations, insisting on competent and efficient performance.
- \_\_\_\_\_ 3. Determines that funds are spent wisely, and maintains adequate control of accounting.
- \_\_\_\_\_ 4. Evaluates financial needs and makes recommendations for adequate financing.
- \_\_\_\_\_ 5. Has proven to be honest and sincere in all areas.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Board of Education Chairman's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

Signatures acknowledge completion of evaluation instrument, not necessarily agreement.

Morgan County Board of Education  
EVALUATION OF CERTIFIED  
PERSONNEL

PROFESSIONAL GROWTH PLAN

Superintendent's Name \_\_\_\_\_

District \_\_\_\_\_

Identified Areas of Strength:

Identified Areas for Professional Growth:

Expectation related to Standard(s) \_\_\_\_\_

Actions/Strategies:

Expected Impact:

Evidence of Attainment:

Expectation related to Standard(s) \_\_\_\_\_

Actions/Strategies:

Expected Impact:

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Evidence of Attainment:

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Morgan County Board of Education  
EVALUATION OF CERTIFIED PERSONNEL

Summary of Evaluation

Superintendent's Name \_\_\_\_\_

Board of Education Chairman \_\_\_\_\_

Identified Strengths:

Identified Areas for Professional Growth:

Overall Performance Evaluation:

- \_\_\_\_\_ Exemplary performance.
- \_\_\_\_\_ Exceeds position expectations.
- \_\_\_\_\_ Satisfactory performance - meets expectations.
- \_\_\_\_\_ Satisfactory performance, but some areas need improvement.
- \_\_\_\_\_ Unsatisfactory performance. (May be referred for intensive assistance.)

\_\_\_\_\_  
Signature of Board of Education Chairman

\_\_\_\_\_  
Date

*I have discussed this evaluation with the Board of Education Chairman and have received a copy.*

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

Superintendent response filed: \_\_\_\_\_ Yes \_\_\_\_\_ No

Board Chairman response filed: \_\_\_\_\_ Yes \_\_\_\_\_ No

## TITLE 704

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

## 704 KAR 3:345. Evaluation guidelines.

RELATES TO: KRS 156.557

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

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

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

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

(3) "Evaluation" means:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- (f) Evaluation with multiple observations shall occur annually for each non-tenured employee during the beginning teacher internship period may be utilized in summative evaluation of the intern.
- (g) Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory.
- (h) Summative evaluation shall occur a minimum of once every three (3) year period for each tenured teacher.
- (i) Summative evaluation shall occur annually for an administrator.
- (j) The evaluation of a certified employee below the level of the district superintendent shall be in writing on an evaluation form developed pursuant to subsection (1) of this section and become a part of the official personnel record.
- (k) The observations shall include documentation of information to be used in determining the performance of the evaluatee.
- (l) The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.
- (m) A copy of the evaluation shall be provided to the evaluatee.

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

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

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

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

(2) Training shall:

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

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

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

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

(3) Testing shall:

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

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

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

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

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

1. Use of the local evaluation process;

2. Identification of effective teaching and management practices;

3. Effective observation and conferencing techniques;

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

5. Summative evaluation techniques; or

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

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

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

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

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

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

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

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

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

(a) Cycle;

(b) Observation frequency;

(c) A form; or

(d) An appeal procedure.

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

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

(2) The appeal procedures shall be as follows:

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

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

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

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

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

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

(1) The Kentucky Board of Education shall establish statewide standards for evaluation and support for improving the performance of all certified school personnel.

(2) The performance criteria on which teachers and administrators shall be evaluated shall include, but not be limited to:

(a) Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results;

(b) Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research-based instructional practices, or school management skills based on validated managerial practices;

(c) Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques;

(d) Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences;

(e) Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others;

(f) Performance of duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations;

(g) Demonstration of the effective use of resources, including technology;

(h) Demonstration of professional growth;

(i) Adherence to the professional code of ethics; and

(j) Attainment of the teacher standards or the administrator standards as established by the Education Professional Standards Board that are not referenced in paragraphs (a) to (i) of this subsection.

(3) The certified employee evaluation programs shall contain the following provisions:

(a) Each certified school employee, including the superintendent, shall be evaluated by a system developed by the local school district and approved by the Kentucky Department of Education.

(b) The local evaluation system shall include formative evaluation and summative evaluation.

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

2. "Summative evaluation" means the summary of, and conclusions from, the evaluation data, including formative evaluation data, that:

a. Occur at the end of an evaluation cycle; and

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

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

1. All evaluations of certified employees below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators;
2. The immediate supervisor of the certified school employee shall be designated as the primary evaluator. At the request of a teacher, observations by other teachers trained in the teacher's content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers;
3. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee;
4. Evaluators shall be trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school employees and in the use of the school district evaluation system;
5. The evaluation system shall include a plan whereby the person evaluated is given assistance for professional growth as a teacher or administrator. The system shall also specify the processes to be used when corrective actions are necessary in relation to the performance of one's assignment; and
6. The training requirement for evaluators contained in subparagraph 4. of this paragraph shall not apply to district board of education members.

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

(a) Phase One: Evaluation for Professional Growth.

1. Evaluation is based on a wide array of relevant sources and directed toward general and specific recommendations for improvement; and
2. Evaluation does not include documentation that might adversely affect employment status.

(b) Phase Two: Transition.

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

2. Evaluation includes documentation that may lead to adverse employment decisions;
3. Assistance and support for improvement shall be provided by the school district; and
4. Placement of an individual in the transition phase shall not be subject to appeal, but the employee shall be notified of the decision in writing.

(c) Phase Three: Evaluation for Deficiency.

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

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

(5) The Kentucky Board of Education shall establish an appeals procedure for certified school employees who believe that the local school district failed to properly implement the approved evaluation system. The appeals procedure shall not involve requests from individual certified school employees for review of the judgmental conclusions of their personnel evaluations.

(6) The local board of education shall establish an evaluation appeals panel for certified personnel that shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation. In districts that have adopted an alternative evaluation plan under subsection (4) of this section, the appeal shall only apply to the summative evaluation of Phase Three.

(7) Local school districts with an enrollment of sixty-five thousand (65,000) or more students shall have an evaluation system but shall be exempt from procedures or processes described in this section as long as the plan meets the standards established by the Kentucky Board of Education for local school district evaluation systems. The local plan shall include an appeals process for employees who believe they were not fairly evaluated.

(8) Between July 15, 2000, and June 30, 2001, each school district shall review its local evaluation system to assure that the system is working effectively and to make changes to improve its system.

(9) Beginning with the 2001-2002 school year, and in subsequent years, the Kentucky Department of Education shall annually provide for on-site visits by trained personnel to a minimum of fifteen

(15) school districts to review and ensure

appropriate implementation of the evaluation system by the local school district. The department shall provide technical assistance to local districts to eliminate deficiencies and to improve the effectiveness of their evaluation systems. The department may implement the requirement in this subsection in conjunction with other requirements, including, but not limited to, the scholastic audit process required by KRS 158.6455.

Effective: July 14, 2000

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

## Individual Corrective Action Plan

This plan is to be completed by the evaluator with discussion and assistance from the teacher and other resource personnel as it relates to an inadequate or "does not meet" rating on any one Standard or more from the Summative Evaluation.

The evaluator and teacher must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the teacher's improvement of the standard.

It is the evaluator's responsibility to document all actions taken to assist the teacher in improving his/her performance.

### 1. Standard Number

Identify the specific standard(s) from the Summative Evaluation Form that has a "does not meet" rating assigned.

### 2. Present Professional Development Stage (See stages on next page)

Select the stage of professional development that best reflects the teacher's level.

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

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

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

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

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

### 5. Appraisal Method and Target Dates

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

### 6. Documentation of all reviews, corrective action, and evaluator's assistance must be provided periodically (as they occur) to the teacher.

Evaluators must follow the local district professional development growth and evaluation plan processes and procedures for implementing an Individual Corrective Action Plan.

\_\_\_\_\_ School Year

The Individual Corrective Action Plan is developed when a teacher receives a "does not meet" rating(s) on the Summative Evaluation OR when an immediate change is required in behavior.

## INDIVIDUAL CORRECTIVE ACTION PLAN for

\_\_\_\_\_

Date \_\_\_\_\_ Work Site \_\_\_\_\_

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

(attach more pages if necessary)

Teacher's Comments:

Evaluator's Comments:

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

\*Professional Growth Plan Stages:

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

# Kentucky Reading First Classroom Observation

KRF-001  
1/01

School Name:
Teacher Name:
Grade/Level:
Number of Students:

## Fluency Lesson

Observed/Evident:

Not Observed/Evident:

Observer Initials Date Time					
Explicit Fluency Instruction: (I Do It, We Do It, You Do It)					
Fluency lesson objective is presented (What, How, When, Why)					
Fluency activity is thoroughly explained and modeled (visible)					
Multiple examples and non-examples of fluency activity provided					
Tasks/materials is broken into manageable steps (i.e., paragraphs, pages, assigned parts)					
Guided practice of fluency skill with specific feedback					
Instruction is scaffolded to meet the needs of all learners					
Lesson requires active participation by all students (i.e., choral reading, echo reading, partner reading)					
Ample independent practice opportunities of fluency skill					
Lesson conclusion/summarization with a focus on how /why fluency skill(s) applies to real reading and writing					
Fluency Skill(s)/Activities Observed:					
Guided oral reading with teacher feedback					
Repeated and monitored oral reading					
Practices automaticity of letters and high frequency words					
Phrase and sentence fluency practice					
Practice reading of connected text					
Focus on rate					
Focus on automaticity					
Focus on accuracy					
Focus on prosody					
Readers' Theatre					
Neurological Impress					
Choral Reading					
Echo Reading					
Paired Reading					
Partner Reading					
Chunking					
Tape Assisted Reading					
Timed Reading					
Fluency Goal Setting					
Use of Fluency Rubrics					

Notes:



School Name:
Teacher Name:
Grade/Level:
Number of Students:

## Classroom Management

Observed/Evident:

Not Observed/Evident:

Observer Initials Date Time					
Learner expectations/classroom rules posted					
Weekly objectives posted					
Daily schedule visible for all students					
Work board/center routines posted and of adequate size					
Use of non-verbal management signals/system					
Appropriate placement/space for whole group, small group, and individualized instruction					
Strategic placement of centers					
Well designated/clear walkways					
Materials prepared and accessible (teachers and students)					
Use of entry tasks (i.e., journal entry, rereading of familiar text)					
Designated seating/transition routines to circle time (i.e., familiar song, called by colors or tables)					
Designated areas for partner/group activities (i.e., partner reading on the carpet squares)					
Established routines for partner/group activities					
Procedures/time frame for transitions (i.e., use of timer, signals)					
Designated routines in place for students needing assistance					
Structured independent reading system (i.e., independent book bag, book log)					
Procedures for distributing and collecting student work (i.e., task folders)					

Notes:

# Kentucky Reading First Classroom Observation



School Name: Morgan Central Elementary
Teacher Name: _____
Grade/Level: _____
Number of Students: _____

## Small Group Instruction

Observed/Evident:

Not Observed/Evident:

Observer Initials					
Date					
Time					
Core/supplemental materials provide basis for instruction (instructional level text)					
Students are grouped by common needs based on data					
Flexible grouping is used (groups are formed/reformed on a regular basis based on data)					
Instruction is differentiated for each group (skills/activities based on data – skill/strategy work, reading, writing, etc.)					
Materials for various groups prepared and readily accessible					
Active student engagement (i.e., elkonin boxes, magnetic letters)					
Students spend a significant amount of time engaged with text					
Before Reading: Text introduction, previewing of text and activation/connections of background knowledge/previous lessons or materials					
Before Reading: Introduction/review of vocabulary					
Before Reading: Mini lesson of skill/strategy/fix up strategies (Direct, explicit instruction with modeling, use of visuals, think aloud, etc.)					
Before Reading: Question generation by students					
During Reading: Various reading formats (shared, partner, choral)					
During Reading: Students practice apply/practice cognitive strategies/skills taught during mini lessons, in various ways (activities, graphic organizers, DRTA, Get the Gist, etc.)					
During Reading: Students practice fix-up strategies					
During Reading: Use of various levels of questioning					
During Reading: Monitor student understanding and provide positive, corrective, and specific feedback					
After Reading: Students respond to text in various ways (graphic organizers, summarization, retelling, drama, drawing/writing)					
After Reading: Students engage in meaningful discussions					
After Reading: Fluency building opportunities					
After Reading: Summary of lesson					
After Reading: Transition provided for next activity					

Notes:

# Kentucky Reading First Classroom Observation

School Name: Morgan Central Elementary
Teacher Name:
Grade/Level:
Number of Students:

## Phonics Lesson

Observed/Evident:

Not Observed/Evident:

Observer Initials					
Date					
Time					
Explicit Phonics Instruction: (I Do It, We Do It, You Do It)					
Phonics lesson objective is presented (What, How, When, Why)					
Activation/connection made to prior phonics knowledge					
New phonics concepts/skills are thoroughly explained and modeled (visible)					
Multiple examples and non-examples of phonics skill(s) provided					
Tasks are broken into manageable steps					
Guided practice of phonics skill with specific feedback					
Instruction is scaffolded to meet the needs of all learners					
Lesson requires active participation by all students (i.e., response cards, white boards, magnetic letters, Think-Pair-Share)					
Ample independent practice opportunities of phonics skill					
Lesson conclusion/summarization with a focus on how /why phonics skill(s) applies to real reading and writing					
Phonics Skill(s)/Activities Observed:					
Recognize, name, and write letters of the alphabet					
Letter Sound Correspondences					
Word families (onset, rime)					
Letter Combinations (blends, diphthongs, diagraphs, silent letter pairs, r controlled vowels, l controlled vowels-ex. -al, ul)					
Syllable Patterns (cvc, cvce, etc.)					
Morphemes					
High frequency and irregular words					
Structural analysis					
Various decoding strategies (i.e., context, syntax)					
Use of word wall					
Word Studies/Activities (Word Sorts, Making Words)					
Use of manipulatives, games and activities					

Notes:

# Kentucky Reading First Classroom Observation

School Name: West Liberty Elementary
Teacher Name: _____
Grade/Level: _____
Number of Students: _____

## Vocabulary Lesson

Observed/Evident:

Not Observed/Evident:

Observer Initials					
Date					
Time					
Explicit Vocabulary Instruction: (I Do It, We Do It, You Do It)					
Vocabulary lesson objective is presented (i.e., vocabulary introduction, vocabulary collage)					
Activation/connection made to prior vocabulary knowledge					
New vocabulary concept/activity is thoroughly explained and modeled (visible)					
Tasks are broken into manageable steps					
Guided practice of vocabulary concept/activity with specific feedback					
Instruction is scaffolded to meet the needs of all learners					
Lesson requires active participation by all students (i.e., response cards, white boards, think-pair-share)					
Ample independent practice opportunities with vocabulary concept/activity					
Lesson conclusion/summarization with a focus on how /why vocabulary concept/activity applies to real reading and writing					
Vocabulary Skill(s)/Activities Observed:					
Evidence/promotion of word consciousness (Word Jar, Word of the Day, Word Banks, etc.)					
Vocabulary focused read alouds					
Focus on Tier I and Tier II language					
Student friendly definition/explanation of words					
Instructional context provided for each word					
Students engaged in meaningful interactions with words					
Word Studies (derivational, etymological)					
Structural analysis of words					
Use of context to determine/confirm pronunciation/meaning of unfamiliar words					
Use of syntax to determine/confirm pronunciation/meaning of unfamiliar words					
Use of Word Journals					
Use of Graphic and Semantic Organizers					
Use of Dictionaries and Thesauri					
Independent word learning strategies					
Vocabulary focused wide reading					

Notes:

# Kentucky Reading First Classroom Observation

NR-1

School Name:
Teacher Name:
Grade/Level:
Number of Students:

## Whole Group Instruction

Observed/Evident:

Not Observed/Evident:

Observer Initials Date Time					
Core Program material provides basis for instruction					
Appropriate portion of literacy block designated to whole group instruction					
Review/connections of previously learned material					
Explicit direct instruction of skills and/or strategies (modeling)					
Brisk effective pacing of instruction					
Demonstrations and use of concrete materials (text, word cards, magnetic letters, posters, overhead, etc.)					
Active student engagement					
Variety of student movement/settings for instruction (reading rug, circle setting, student desks, fine/gross motor, etc.)					
Adjusts and extends instruction through scaffolding (redirect as needed)					
Opportunities for students to engage in meaningful discussions					
Maximal use of instructional time for all students					
Use of cooperative learning activities (Think-Pair-Share, Team Poster, Team Response, etc.)					
Opportunities for students to respond/apply/demonstrate knowledge in a variety of ways (Response Cards, Pair/Share, Use of White Boards, Drama, Brief Games, etc.)					
Assessment of students' knowledge of skills/strategies and provide/specific feedback					
Lesson conclusion focusing on how, when, and why to apply newly acquired information					

Notes:

16 KAR 1:020. Professional code of ethics for Kentucky school certified personnel

RELATES TO: KRS 161.028, 161.040, 161.120

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

Section 1. Certified personnel in the Commonwealth:

(1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;

(2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;

(3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

(a) To students:

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;

2. Shall respect the constitutional rights of all students;

3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;

4. Shall not use professional relationships or authority with students for personal advantage;

5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;

6. Shall not knowingly make false or malicious statements about students or colleagues;

7. Shall refrain from subjecting students to embarrassment or disparagement; and

8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

(b) To parents:

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;

2. Shall endeavor to understand community cultures and diverse home environments of students;

3. Shall not knowingly distort or misrepresent facts concerning educational issues;

4. Shall distinguish between personal views and the views of the employing educational agency;

5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;

6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and

7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

(c) To the education profession:

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;

2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;

3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;

4. Shall not use coercive means or give special treatment in order to influence professional decisions;

5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and

6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95; recodified from 704 KAR 20:680, 7-2-2002.)



School \_\_\_\_\_ Classroom \_\_\_\_\_ Teacher \_\_\_\_\_  
 Grade/Subject \_\_\_\_\_ Day/Date \_\_\_\_\_ Notes \_\_\_\_\_

Time of day  
 ↓

Instructional Practices	Student Work	Environmental Cues
Artifacts:	Artifacts:       Student Engagement is mostly: Mandatory _____ Optional _____ LCS™ Levels of Learning: Level 1 _____ Level 2 _____ Level 3 _____	Classroom Sketch       Physical Environment Descriptors   Social/Emotional Environment Descriptors
Analysis / Notes	Analysis / Notes	Analysis / Notes
Common Language Label:	LCS™ Learning Principles:   Analysis of talents and strengths: Coaching Target:	Environmental Cause-Effect:

R

# LCS™ Memory Jogger

<p>LCS Principles of Learning</p> <p>Conscious Attention</p> <p>Chunking</p> <p>Connection</p> <p>Practice</p> <p>Personal Relevance</p> <p>Locale Memory</p> <p>Mental Models</p> <p>First Time Learning</p> <p>Neural Downshifting</p> <p>Enriched Environments</p> <p>Success</p> <p>Performance Feedback</p> <p>Clear Learning Goals</p> <p>Congruency</p> <p>Task Analysis</p> <p>Diagnosis</p> <p>Overt Responses</p> <p>Mid Course Corrections</p>	<p>Attach or note additional artifacts here...</p>
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LCS™ Three Column Observation Instrument

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Evaluation Appeal Form

INSTRUCTIONS

*This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.*

Employee's Name _____		
Home Address _____		
Job Title	Building	Grade or Department
_____	_____	_____

What specifically do you object to or why do you feel you were not fairly evaluated? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If additional space is needed, attach extra sheet.

Date you received the summative evaluation \_\_\_\_\_

Name of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

*I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.*

\_\_\_\_\_  
*Employee's Signature* *Date*