

Oldham
COUNTY SCHOOLS

Certified Personnel Evaluation Plan

June 25, 2009

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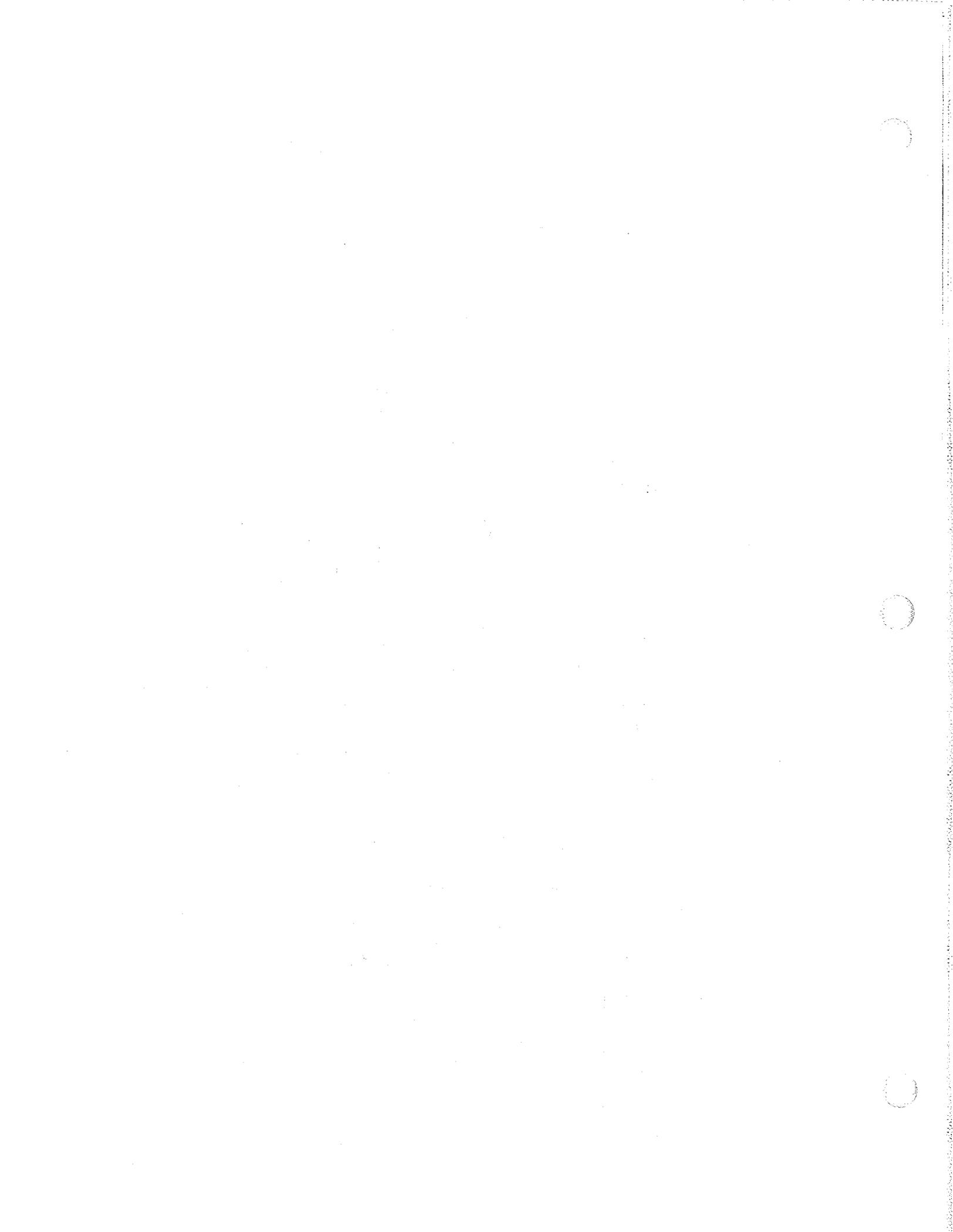
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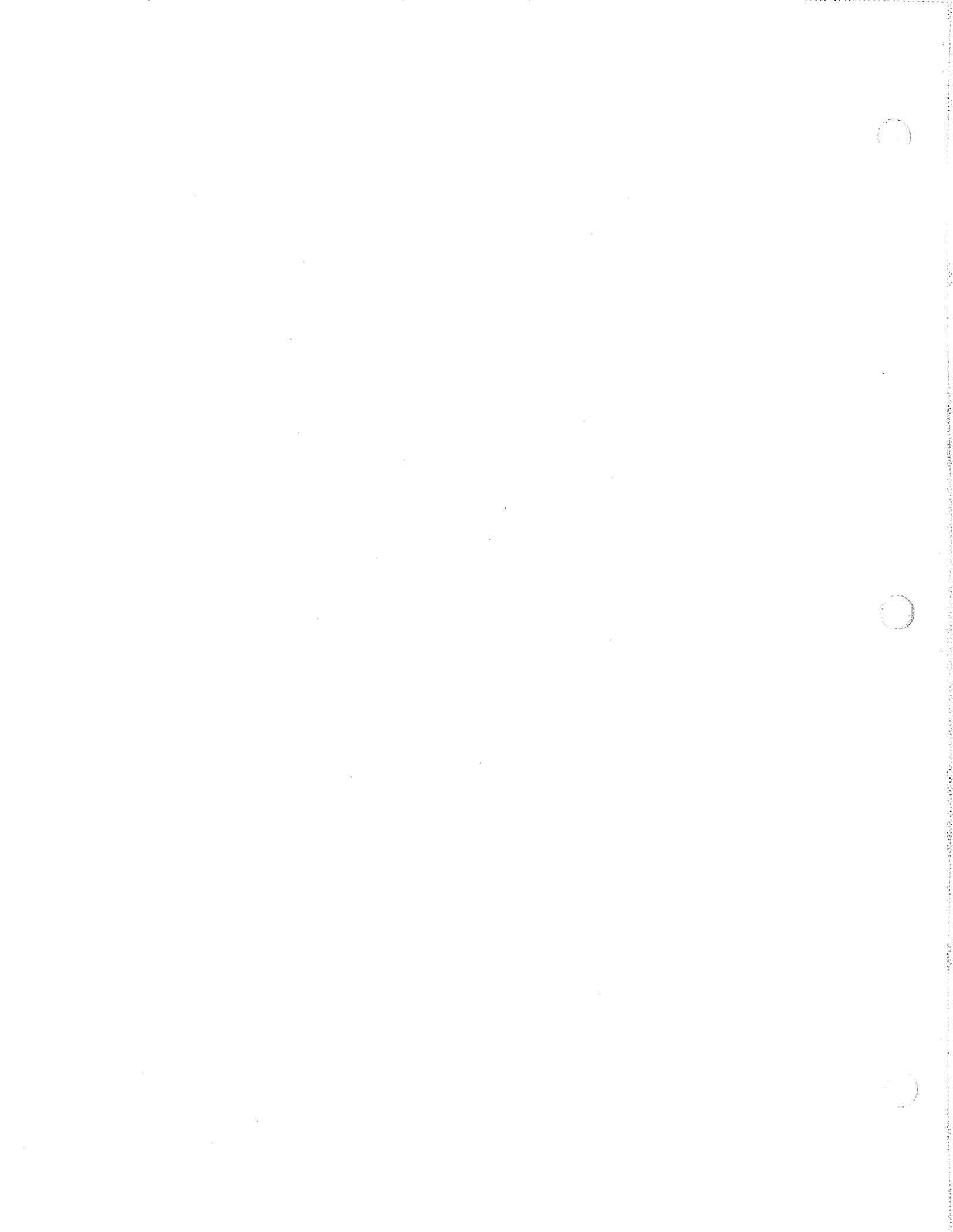
Certified Personnel Evaluation Plan Checklist
 Indicators taken from KRS 156.557 and 704 KAR 3:345

KRS Section	704 KAR 3:345 Section	Page Number in District Plan where Evidenced	
(3) (c) 1	4 (1)	1, 15	A. Plan developed by evaluation committee:
	3	3, 13,14	1. Equal number of teachers and administrators *10 teachers and 10 administrators
			2. Approved by local board of education *Assurances page and board minutes
			B. Plan provides for:
	6	1, 21	1. Designated contact person *Rick McHargue, Assistant Superintendent
	6(2)a	21	2. District trains primary evaluators in the local evaluation process
	5 (2)	19	3. Explanation to and discussion with all certified personnel "no later than the end of the first month of reporting for employment for each school year"
	5 (3)	17,	4. Performance standards with indicators for major job categories
(3) (b)	4 (2)	17,	5. Formative and summative processes
(3) (c) 2	4 (2) (a)	17,23	6. Immediate supervisor designated primary evaluator
(3) (c) 2	4 (2) (a)	18,23	7. Third party observer process
(3) (c) 3	4 (2) (b)	18,23	8. Observations conducted openly
	4 (2) (c)	18,23	9. Alignment of growth plans with school/district improvement plans
	4 (2) (c)	18,23	10. Annual review of growth plans
	4 (2) (d)	15	11. Provisions for Superintendent's professional growth pursuant to KRS 156.111
	4 (2) (e)	18,23	12. Conference within one week of observation
	4 (2) (e)	17	13. Summative conference includes all evaluation data
	4 (2) (f)	15,18,23	14. Annual evaluations with multiple observations for non-tenured certified personnel
	4 (2) (g)	15,18,23	15. Multiple observations for tenured teachers when observation is unsatisfactory
	4 (2) (h)	18,23	16. Summative evaluations for tenured teachers minimum of once every three years
	4 (2) (i)	18,23	17. Summative evaluations for administrators annually
	4 (2) (j)	18,23	18. Evaluations (except Supt.) on approved forms to become part of official personnel file
	4 (2) (l)	21,25	19. Opportunity for written response/become part of official file
	4 (2)(m)	21,25	20. Copy of evaluation provided to evaluatee
(3) (c) 5		21,23,24 203-307	21. Corrective action process



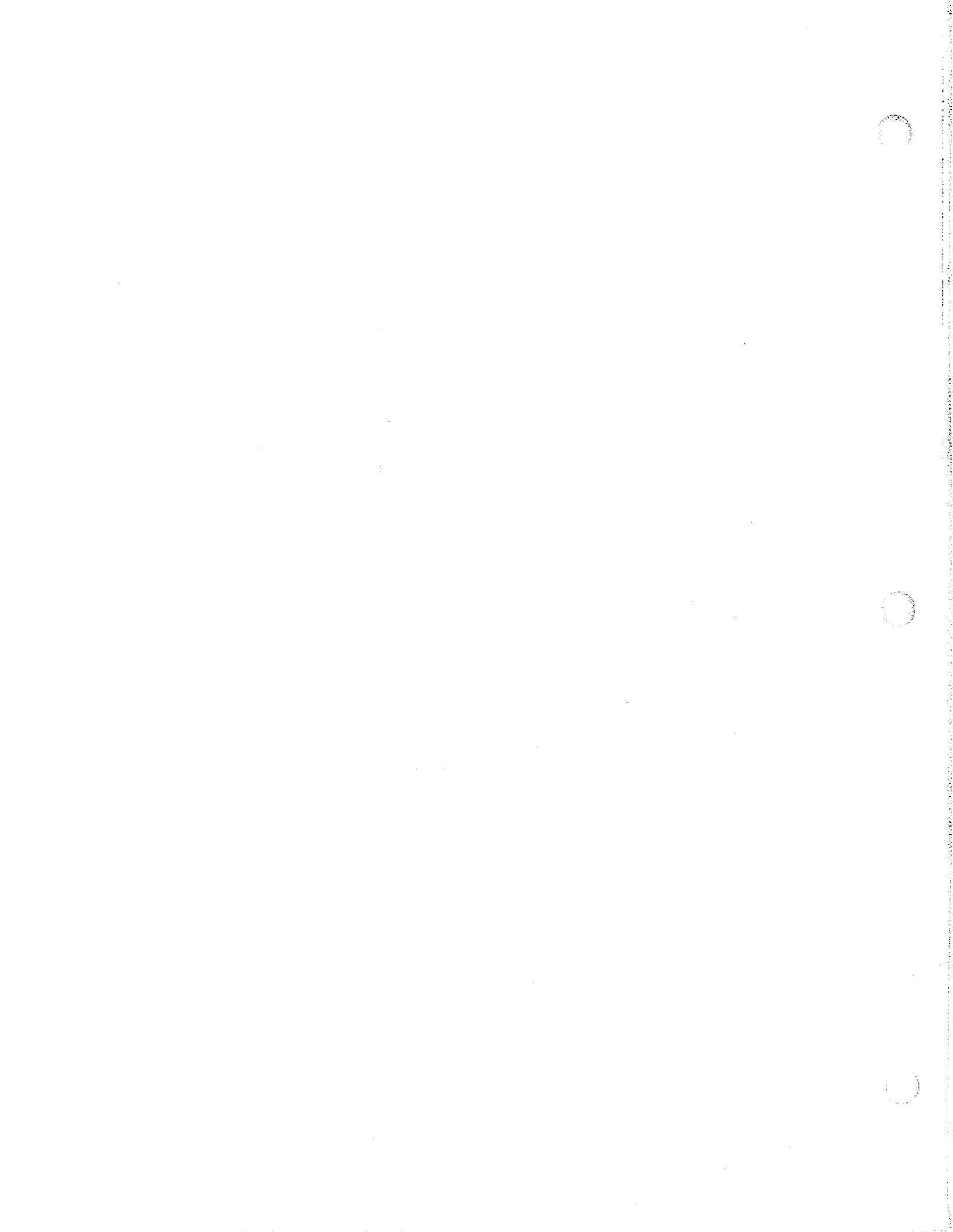
KRS 156.557 section	704 KAR 3:345 section	Page Number in District Plan where Evidenced*		C. Teacher and Administrator Evaluation forms include:
		Teacher Forms	Administrator Forms	
(2)	5 (1)	39-43, 29-31, 45-51 29-31	54-61, 53, 62-64 56, 57,	<ol style="list-style-type: none"> 1. Specific descriptors or indicators that can be measured or observed and recorded 2. List of performance criteria for teachers and administrators: <ul style="list-style-type: none"> • Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results • Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research...., or school management skills based on validated managerial practices • Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques • Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences • Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others • Performance of duties consistent with school, community goals and administrative regulations • Demonstration of use of resources, including technology • Demonstration of professional growth • Adherence to the professional code of ethics • Attainment of other established EPSS standards not included in above
(a)				
(b)		39-40	56, 57	
(c)		39,43	54, 55, 56, 57	
(d)		39-40	59,	
(e)		42	58	
(f)		42-43	57, 59, 60	
(g)		40-41	55, 57, 61	
(h)		42, 201-202	56,59,201-202	
(i)		42	59	
(j)		39-43	54-61	
(6)				D. Appeals process that includes:
	7 (1)	15-16, 22, 25,	15-16, 22, 25	<ol style="list-style-type: none"> 1. Right to a hearing 2. Opportunity to review all documentation submitted by both parties reasonably in advance 3. Right to presence of chosen representative 4. Opportunity to appeal to Kentucky Board of Education
	7 (2)	16, 22	16, 22	
	7 (3)	16, 22	16, 22	
	9	16	16	

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



Section C for additional forms: Library Media Specialists and Early Childhood Teachers

KRS 156.557 section	704 KAR 3:345 section	Page Number in District Plan where Evidenced* Library/Media Specialist	Early Childhood Teachers	C. Teacher and Administrator Evaluation forms include:
(2)	5 (1)	67-72	81-89	1. Specific descriptors or indicators that can be measured or observed and recorded
(a)		73-76 67, 70, 71	90-95 85, 86	2. List of performance criteria for teachers and administrators: <ul style="list-style-type: none">• Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results
(b)		67, 68, 69	81, 82, 84	<ul style="list-style-type: none">• Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research..., or school management skills based on validated managerial practices
(c)		67, 68, 69, 70	82, 83, 84	<ul style="list-style-type: none">• Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques
(d)		69, 70	81, 83	<ul style="list-style-type: none">• Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences
(e)		69, 71	86, 88	<ul style="list-style-type: none">• Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others
(f)		71	83	<ul style="list-style-type: none">• Performance of duties consistent with school, community goals and administrative regulations
(g)		68, 72	81, 82, 83, 89	<ul style="list-style-type: none">• Demonstration of use of resources, including technology
(h)		71, 201-202	87, 201-202	<ul style="list-style-type: none">• Demonstration of professional growth
(i)		71	83, 88	<ul style="list-style-type: none">• Adherence to the professional code of ethics
(j)		67-72	81-89	<ul style="list-style-type: none">• Attainment of other established EPSC standards not included in above



Section C for additional forms: Instructional Coordinators and Academic Coordinators

KRS 156.557 section	704 KAR 3:345 section	Page Number in District Plan where Evidenced* Instructional Coordinator	Academic Coordinator
	5 (1)	119 - 125	131-136
(2)		126 - 129	137-141
(a)		121-122, 123	133, 134, 135
(b)		119-121	131-133
(c)		123-124	132, 133
(d)		125	131,
(e)		122	134
(f)		123	135
(g)		124, 125	135-136
(h)		125, 201- 202	134-135, 201- 202
(i)		123	135
(j)		119-125	131-136

C. Teacher and Administrator Evaluation forms include:

1. Specific descriptors or indicators that can be measured or observed and recorded
2. List of performance criteria for teachers and administrators:
 - Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results
 - Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research..., or school management skills based on validated managerial practices
 - Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques
 - Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences
 - Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others
 - Performance of duties consistent with school, community goals and administrative regulations
 - Demonstration of use of resources, including technology
 - Demonstration of professional growth
 - Adherence to the professional code of ethics
 - Attainment of other established EPSS standards not included in above



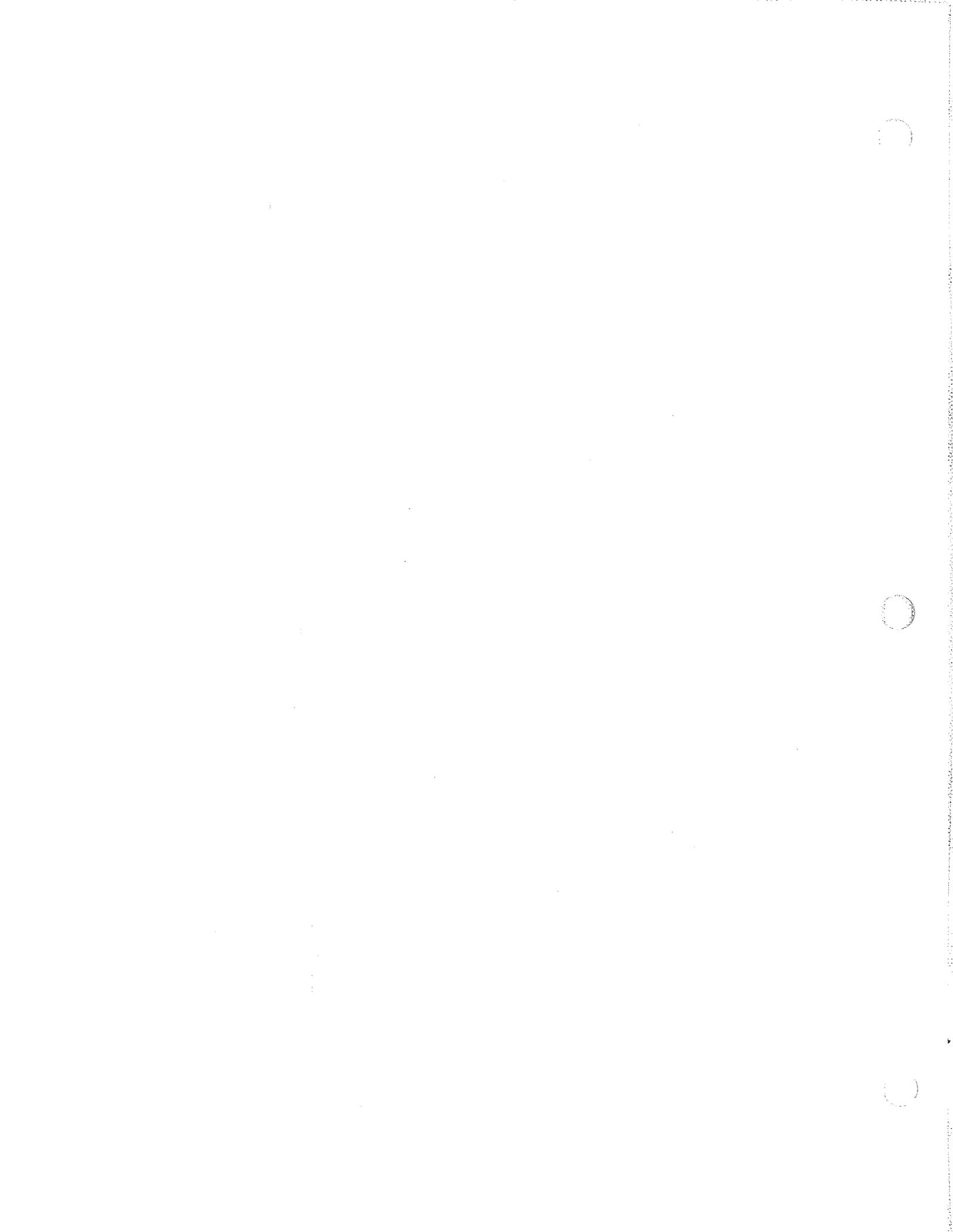
Section C for additional forms: Directors of Instruction and Guidance Counselors

KRS 156.557 section	704 KAR 3:345 section	Page Number in District Plan where Evidenced* Director of Instruction	Guidance Counselor	C. Teacher and Administrator Evaluation forms include:
(2)	5 (1)	99- 105	107 – 112	1. Specific descriptors or indicators that can be measured or observed and recorded
(a)		97, 99-105	113 - 117	2. List of performance criteria for teachers and administrators:
(b)		103	111	<ul style="list-style-type: none"> • Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results
(c)		99,100,101	107, 108, 109	<ul style="list-style-type: none"> • Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research..., or school management skills based on validated managerial practices
(d)		99, 100, 101	108, 109	<ul style="list-style-type: none"> • Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques
(e)		100,101,103	109	<ul style="list-style-type: none"> • Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences
(f)		99,103,104	109,111	<ul style="list-style-type: none"> • Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others
(g)		101,102,103 104	111	<ul style="list-style-type: none"> • Performance of duties consistent with school, community goals and administrative regulations
(h)		99,101,102, 105	107	<ul style="list-style-type: none"> • Demonstration of use of resources, including technology
(i)		100,103, 105,201-202	112, 201-202	<ul style="list-style-type: none"> • Demonstration of professional growth
(j)		103	111	<ul style="list-style-type: none"> • Adherence to the professional code of ethics
		99 -105	107-112	<ul style="list-style-type: none"> • Attainment of other established EPSP standards not included in above



Section C for additional forms: Literacy Coaches and Speech/Language Pathologists

KRS 156.557 section	704 KAR 3:345 section	Page Number in District Plan where Evidenced* Literacy Coaches	C. Teacher and Administrator Evaluation forms include:
(2)	5 (1)	143-148 143-148	1. Specific descriptors or indicators that can be measured or observed and recorded
(a)		146	2. List of performance criteria for teachers and administrators:
(b)		143 -144	<ul style="list-style-type: none"> • Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results • Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research..., or school management skills based on validated managerial practices
(c)		144,147	<ul style="list-style-type: none"> • Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques
(d)		146	<ul style="list-style-type: none"> • Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences
(e)		146	<ul style="list-style-type: none"> • Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others
(f)		146	<ul style="list-style-type: none"> • Performance of duties consistent with school, community goals and administrative regulations
(g)		148	<ul style="list-style-type: none"> • Demonstration of use of resources, including technology
(h)		145, 148, 201-202	<ul style="list-style-type: none"> • Demonstration of professional growth
(i)		146	<ul style="list-style-type: none"> • Adherence to the professional code of ethics
(j)		143-148	<ul style="list-style-type: none"> • Attainment of other established EPSC standards not included in above



Section C for additional forms: Assistant Superintendents

KRS 156.557 section	704 KAR 3:345 section	Page Number in District Plan where Evidenced* Assistant Superintendents	C. Teacher and Administrator Evaluation forms include:
(2)	5 (1)	175, 176 - 183	1. Specific descriptors or indicators that can be measured or observed and recorded
(a)		184 - 186	2. List of performance criteria for teachers and administrators:
(b)		177, 182	<ul style="list-style-type: none"> • Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results
(c)		176-177	<ul style="list-style-type: none"> • Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research..., or school management skills based on validated managerial practices
(d)		178 - 179	<ul style="list-style-type: none"> • Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques
(e)		181	<ul style="list-style-type: none"> • Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences
(f)		180	<ul style="list-style-type: none"> • Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others
(g)		181, 182	<ul style="list-style-type: none"> • Performance of duties consistent with school, community goals and administrative regulations
(h)		179, 183	<ul style="list-style-type: none"> • Demonstration of use of resources, including technology
(i)		181, 201-202	<ul style="list-style-type: none"> • Demonstration of professional growth
(j)		181	<ul style="list-style-type: none"> • Adherence to the professional code of ethics
(k)		176 - 183	<ul style="list-style-type: none"> • Attainment of other established EPSP standards not included in above

Oldham County Board of Education

Performance Evaluation Committee 2008-2009

Rick McHargue, Chairperson/Assistant Superintendent

Jonathan Wosoba	Buckner Alternative High School, Principal
Carla Wilson	North Oldham High School, Teacher
Brent Deaves	Oldham County High School, Principal
Suzanne Raque	South Oldham High School, Teacher
Lynda Redmon	East Oldham Middle School, Principal
Carrie Pitsenberger	North Oldham Middle School, Assistant Principal
Katie Stephens	Oldham County Middle School, Teacher
Kristin Cantrell	South Oldham Middle School, Teacher
Gail Legg	Oldham County Preschool, Teacher
Lisa Cheek	Buckner Elementary School, Principal
Julie Scott	Camden Station Elementary School, Teacher
Laura Coleman	Centerfield Elementary School, Teacher
Donna VanNostrand	Crestwood Elementary School, Teacher
Candace Sellars	Goshen Elementary School, Principal
Phillip Moore	Kenwood Station Elementary School, Principal
Heather McDonald	Buckner Elementary School, Teacher
John Finch	LaGrange Elementary School, Principal
Kim Nelson	Liberty Elementary School, Teacher
MariAnn Arnold	Locust Grove Elementary School, Principal

**ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN**

The Oldham County Public 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.

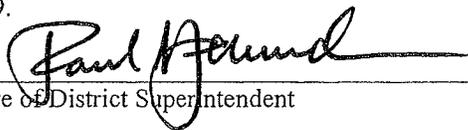
Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

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.

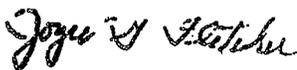
The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on May 26, 2009.



Signature of District Superintendent

9/24/09

Date



Signature of Chairperson, Board of Education

9/26/09

Date



1998

1998

1998

1998

MINUTES
OLDHAM COUNTY BOARD OF EDUCATION
May 26, 2009

The Oldham County Board of Education met in regular session at North Oldham Middle School on May 26, 2009. The following school board members were present at the meeting: (1) Joyce Fletcher, Chairman; (2) Walt Schumm, Vice Chairman; (3) Larry Dodson; (4) Jennifer Jones; (5) Kevin Woosley. Paul Upchurch, Superintendent and Secretary to the Board was also present.

1. Joyce Fletcher, the Chair of the Board of Education, called the meeting to order at 4:00 p.m.
2. Chairman Fletcher asked Superintendent Paul Upchurch if there were any changes, corrections or deletions to the agenda. Mr. Upchurch indicated there was a supplemental to the enclosure regarding the Colonels Drive improvements but no changes to the agenda. Noting the supplemental, the Chairman called for a motion to approve the May 26, 2009 agenda. On motion by Larry Dodson, seconded by Kevin Woosley and unanimously carried, the Board approved the agenda. (4-0)
3. The educational session for this meeting was an update regarding the Oldham County Arts Center which was presented by Mac MacWilliams, Executive Director of the Center. The Board took this report under advisement. **Note: Mr. Schumm joined the meeting during this presentation.**
4. A motion was called to go into Executive Session to discuss Real Estate, Personnel and Litigation. On motion by Jennifer Jones, seconded by Kevin Woosley and unanimously carried, the Board went into Executive Session at 5:00 p.m. (5-0) The Board returned from Executive Session at 6:05 p.m. The following motion came out of Executive Session.
5. Walt Schumm moved that the Board renew the Superintendent's contract for a four-year term commencing on July 1, 2009, under the terms and conditions set forth in the proposed revised contract provided to the Board. Kevin Woosley made the second to the motion. A unanimous vote was made in favor of the motion; none opposed. The motion was approved. (5-0)
6. The District's Finance Officer, Chuck Littrell, presented the Treasurer's Report for the month of April 2009. A summary of the report appears below. A motion was called to approve the report. On motion by Larry Dodson, seconded by Jennifer Jones and unanimously carried, the Board approved the April, 2009 Treasurer's Report. (5-0)
7. Chuck Littrell also presented Bills and Claims to the Board for approval. The summary of the report appears below. A motion was called to approve Bills and Claims for payment. On motion by Kevin Woosley, seconded by Jennifer Jones and unanimously carried, the Board approved Bills Claims for April, 2009. (5-0)
8. The Board reviewed the minutes from the April 27, 2009 regular meeting and the minutes from the May 19, 2009 special called meeting. With no revisions noted, a motion was called for approval of the minutes. On motion by Walt Schumm, seconded by Larry Dodson and unanimously carried, the Board approved the minutes from the April 27, 2009 regular meeting. (5-0) Mr. Dodson was not illegible to vote on May 19th minutes. On motion by Kevin Woosley, seconded by Jennifer Jones and unanimously carried, the Board approved the minutes from the May 19, 2009 Town Hall Meeting. (4-0)
9. Superintendent Upchurch advised the Board of Personnel Actions (see below) since the April 27, 2009 meeting. The Board took the report under advisement and directed that same be made part of the minutes of this meeting.

NON-RENEWAL AND SUSPENSION OF CONTRACTS – EFFECTIVE JULY 1, 2009

Certified

James Adamchik	Part-Time Teacher, Oldham County High School
Stacey Bischoff	Assistant Principal, Buckner Elementary School
Jenna Brown	Teacher, LaGrange Elementary School
Jennifer Brown	Teacher, Locust Grove Elementary School
Victoria Brown	ECS Teacher, Goshen Elementary School
Maria C. Cabrera	Teacher, South Oldham Middle School
Ann Cannon	Teacher, LaGrange Elementary School
Lisa Carrithers	Teacher, Locust Grove Elementary School
Janice Chilton	Part-Time SBARC Designee, LaGrange Elementary School
Zachary Daman	Teacher, East Oldham Middle School
Amy Davenport	Teacher, Oldham County Middle School

Mary Esterle	Teacher, Oldham County Middle School
Audrey Felix	Teacher, Liberty Elementary School
Amanda Feltman	Part-Time Teacher, North Oldham Middle School
Brandi Findley	Teacher, Crestwood Elementary School
Meredith Geers	Teacher, North Oldham Middle School
Julie George	Teacher, South Oldham Middle School
Megan Goke	Teacher, Camden Station Elementary School
Peggy Harrington	ECS Teacher, LaGrange Elementary School
Kristen Hart	Teacher, Camden Station Elementary School
Lauren Hays	Teacher, South Oldham High School
Selene Hennessey	Teacher, Liberty Elementary School
Jane Ann Kaiser	Teacher, Camden Station Elementary School
James Krieger	Teacher, Oldham County Career Center
Erin Liter	Part-Time Teacher, North Oldham High School
Melissa Longhofer	Teacher, Oldham County High School
Susan McConnell	Teacher, North Oldham High School
Doris A. Minor	Teacher, LaGrange Elementary School
Tanya Mount	Gifted Coordinator, East Oldham Middle School
Amanda Nobles	Teacher, Camden Station Elementary School
Rachel Peters	Teacher, Crestwood Elementary School
Tiffani Pettit	Teacher, On Leave for 2008/2009 School Year
Stephanie Phelps	Teacher, North Oldham Middle School
Keri Polevchak	Teacher, South Oldham High School
Jennifer Price	Teacher, Centerfield Elementary School
Ryan Rembold	Teacher, Crestwood Elementary School
Doug Riggs	Interim Principal, Oldham County Career Center
Megan Rohloff	Teacher, North Oldham Middle School
Kristin Schaefer	Teacher, Buckner Elementary School
Anita Sego	ECS Teacher, LaGrange Elementary School
Bernadine Shawd	Teacher, Buckner Elementary School
Amanda Smith	Teacher, Oldham County Middle School
Melissa Toppass	Teacher, Kenwood Station Elementary School
Kelly Trimble	Teacher, LaGrange Elementary School
Karla Wallace	Teacher, Kenwood Station Elementary School
Scott Warren	Teacher, South Oldham High School
Dan Wilkerson	Teacher, South Oldham Middle School

Classified

Kasey Abner	Childcare Aide, Camden Station Elementary School
Patricia Black	Childcare Aide, Locust Grove Elementary School
Samantha Bourke	Childcare Aide, LaGrange Elementary School
Suzannah Brown	Aide, LaGrange Elementary School
Lisa Buesking	Childcare Aide, Locust Grove Elementary School
Amy Cook	Adult Education Instructor, OCS Arts Center
Stephanie Crook	ECS Aide, OC Preschool
Lisa DeKort	Aide, Goshen Elementary School
Rebecca DeSensi	Director of Communications, Central Office
Judith Durham	Part-Time Lead Food Service Assistant, Centerfield Elementary School
Alicia Fitzpatrick	Assistant Lunchroom Manager, North Oldham Middle School
Lisa Goosey	ECS Aide, Camden Station Elementary School
Stephanie Guenther	Aide, Kenwood Station Elementary School
April Hall	Childcare Aide, Locust Grove Elementary School
Lesley Harvey	Lunchroom Monitor, Camden Station Elementary School
Mariana Hjazeen	Aide, OCS Arts Center
Gay Lynn Huber	ECS Aide, Buckner Elementary School
Jay Jones	Aide, Oldham County High School
Donald Kadetz	Bus Driver, Transportation Department

Stephanie Kasey Bus Driver, Transportation Department
M. Diane Kean-Bramblett ECS Aide, OC Preschool
Patti Kerr Childcare Aide, Buckner Elementary School
Jennifer Knight Childcare Aide, Camden Station Elementary School
Wendyl Jean Knight Childcare Aide, Camden Station Elementary School
Rebecca Kraft Aide, Liberty Elementary School
Laura Malon Bus Driver, Transportation Department
Keri McCombs Childcare Aide, LaGrange Elementary School
Joyce Moore Library Clerk, North Oldham High School
Alyssa Page Childcare Aide, Locust Grove Elementary School
Kathryn Pendleton Custodian, Harmony Elementary School
Regina Perez-Scott ECS Aide, OC Preschool
Lainie Pugh ECS Aide, OC Preschool
Jill Raggard Aide, Centerfield Elementary School
Laura Rose Aide, Harmony Elementary School
Kay Seibold ECS Aide, OC Preschool
Frank Simpson Construction Field Inspector, Central Office
Cheri Stephens Childcare Aide, Camden Station Elementary School
LaToya Walters ECS Aide, OC Preschool
Rebecca L. Williams ECS Aide, OC Preschool
Brittany Wisdom Childcare Aide, Locust Grove Elementary School

RETIREMENT:

Certified

Michael Borders Teacher, North Oldham High School, Effective June 30, 2009
James Corley ECS Teacher, North Oldham High School, Effective June 30, 2009
Sherry Flener SBARC Designee, Crestwood Elementary School/Harmony Elementary School, Effective June 30, 2009
Boyd Melvin Teacher, Oldham County Middle School, Effective June 30, 2009
Ted Pearce Associate Principal, South Oldham High School, Effective June 30, 2009
Randy Penner Teacher, South Oldham High School, Effective June 30, 2009
Robert Tinnin Teacher, Oldham County High School, Effective June 30, 2009

RESIGNATIONS:

Certified

Nina Berkley Teacher, On Leave 2007/2008 and 2008/2009 School Years, Effective June 30, 2009
Mary Cooksey ECS Teacher, On Leave 2007/2008 and 2008/2009 School Years, Effective June 30, 2009
Leah Cunningham Teacher, Buckner Elementary School, Effective June 30, 2009
Katherine Elliott Teacher, Liberty Elementary School, Effective June 30, 2009
Erika Fairweather Teacher, Locust Grove Elementary School, Effective June 30, 2009
Abigail Guirguis Teacher, On Leave 2007/2008 and 2008/2009 School Years, Effective June 30, 2009
Leslie Hall Speech/Language Pathologist, Centerfield Elementary School/Crestwood Elementary School, Effective June 30, 2009
Andrea Hasbrook ECS Teacher, Kenwood Station Elementary School, Effective June 30, 2009
Jill Henderson Teacher, On Leave 2007/2008 and 2008/2009 School Years, Effective June 30, 2009
Christy Husband Teacher, On Leave 2007/2008 and 2008/2009 School Years, Effective June 30, 2009
Mary Afton Keeton ECS Teacher, Harmony Elementary School, Effective June 30, 2009
K. Holly Leon Teacher, LaGrange Elementary School, Effective June 30, 2009
Angela Longstreet Teacher, On Leave 2007/2008 and 2008/2009 School Years, Effective June 30, 2009
Heather Prekop Teacher, Harmony Elementary School, Effective June 30, 2009
Tara Scanlan Teacher, On Leave for 2007/2008 and 2008/2009 School Years, Effective June 30, 2009
Lisa Sheets Teacher, Liberty Elementary School, Effective June 30, 2009
Beth Smith Teacher, OC Preschool, Effective June 30, 2009

Classified

Laura Huffman Childcare Aide, Centerfield Elementary School, Effective April 28, 2009
Stephanie Key Assistant Childcare Director, Buckner Elementary School, Effective May 15, 2009
Lorie Weires Office Manager, OC Preschool, Effective May 29, 2009

JOB ABANDONMENT:

Classified

Robert Bullock Bus Driver, Transportation Department, Effective April 20, 2009

TERMINATION:

Classified

Jennifer Straub Custodian, Locust Grove Elementary School, Effective April 27, 2009

LEAVE OF ABSENCE:

Certified

Sarah Allen Teacher, On Leave for 2008/2009 School Year, Family Leave for 2009/2010 School Year
Meredith Ammons Teacher, On Leave for 2008/2009 School Year, Family Leave for 2009/2010 School Year
Mary Beth Banbury Teacher, Goshen Elementary School, Family Leave for 2009/2010 School Year, effective June 30, 2009

Mary Bowley Teacher, North Oldham High School, Family Leave for 2009/2010 School Year, effective June 30, 2009

Jennifer Cary Teacher, Oldham County High School, Family Leave for 2009/2010 School Year, effective June 30, 2009

Kegan Flum Teacher, On Leave for 2008/2009 School Year, Family Leave for 2009/2010 School Year

Jennifer Gathright Teacher, Goshen Elementary School, Medical Leave/FMLA effective April 6, 2009 through approximately May 30, 2009

Erin Grace Teacher, North Oldham High School, Professional Year for 2009/2010 School Year, effective June 30, 2009

Kari Haan Teacher, North Oldham Middle School, Maternity Leave effective approximately May 22, 2009 through approximately June 5, 2009

Elizabeth Hackler Teacher, On Leave for 2008/2009 School Year, Family Leave for 2009/2010 School Year

Lauren Hays Teacher, South Oldham High School, Medical Leave effective April 14, 2009 through approximately June 5, 2009

Regina Hirn ECS Consultant, Central Office, On Leave for 2008/2009 School Year, Educational Leave for 2009/2010 School Year, effective June 30, 2009

Kip Hottman Teacher, Oldham County High School, Professional Leave, effective August 11, 2009 through approximately January 8, 2010

Kelly Human Teacher, Crestwood Elementary School, Family Leave for 2009/2010 School Year, effective June 30, 2009

Leah Morris Teacher, Crestwood Elementary School, Maternity Leave/FMLA effective approximately April 29, 2009 through approximately June 5, 2009

Leah Morris Teacher, Crestwood Elementary School, Family Leave for 2009/2010 School Year, effective June 30, 2009

Erin Norrenbrock Part-Time Teacher, Centerfield Elementary School, On Leave for 2008/2009 School Year, Family Leave for 2009/2010 School Year, effective June 30, 2009

Shelby Packer Teacher, Harmony Elementary School, Maternity Leave/FMLA effective approximately May 4, 2009 through approximately June 5, 2009

Shelby Packer Teacher, Harmony Elementary School, Family Leave for 2009/2010 School Year, effective June 30, 2009

Lynn Servis Teacher, On Leave for 2008/2009 School Year, Family Leave for 2009/2010 School Year

Krystal Smith Teacher, Centerfield Elementary School, Family Leave for 2009/2010 School Year, effective June 30, 2009

Alayne Vokurka Literacy Coach, Camden Station Elementary School, Family Leave for 2009/2010 School Year, effective June 30, 2009

Classified

Daniel Biery Bus Driver, Transportation Department, Medical Leave/FMLA effective April 27, 2009 with a return date yet to be determined

Robin Biery Lunchroom Monitor, Oldham County Middle School, Medical Leave/FMLA effective April 13, 2009 through approximately June 5, 2009

Diane Coffman Preschool Bus Monitor, Transportation Department, Medical Leave effective May 15, 2009 through June 30, 2009

Neta Ford Cook, East Oldham Middle School, Medical Leave effective April 22, 2009 through approximately June 8, 2009

Cathy Hays Attendance Secretary, South Oldham High School, Medical Leave/FMLA effective April 14, 2009 through April 30, 2009

Debby Nelson Aide, South Oldham Middle School, Medical Leave effective April 6, 2009 through approximately May 15, 2009

Rickie Rison Maintenance Technician, Maintenance Department, Medical Leave/FMLA effective approximately April 17, 2009 through approximately May 8, 2009

Mildred Schetler Childcare Aide/Lunchroom Monitor, Medical Leave effective May 5, 2009 through approximately August 5, 2009

Elizabeth Smith Childcare Aide/Lunchroom Monitor, Liberty Elementary School, Maternity Leave, effective approximately May 5, 2009 through approximately June 8, 2009

APPOINTMENTS:

Classified

Whitney Cox Childcare Aide, Buckner Elementary School, Effective May 4, 2009

Richard Goodwin Custodian, South Oldham Middle School, Effective May 4, 2009

Michelle Wilder Office Manager, OC Preschool, Effective May 18, 2009

Substitute Classified

James Case Jr. Custodian, Locust Grove Elementary School, Effective May 11, 2009

Kristy Donnelly Childcare Aide, Centerfield Elementary School, Effective May 18, 2009

Jessica Poteet Childcare Aide, Centerfield Elementary School, Effective May 26, 2009

Substitute Teachers

Lauren Beaty	Rank V	Amy Hillebrandt	Rank IV
Anthony Bisig	Rank IV	Sherry Marshall	Rank II
Larry Borton	Rank V	Joseph Mochnick	Rank II
Maria Bryan	Rank IV	Mary Schulte	Rank III
Justin Dobring	Rank IV	Sally Tisdale	Rank IV
Marilyn Guittar	Rank III		
Kristina Hawkins	Rank III		

CHANGES IN ASSIGNMENT:

Classified

Carolyn Reusch Change from Full-Time Bus Monitor to Full-Time ECS Bus Monitor, Transportation Department, Effective May 4, 2009

10. Student Showcase was presented by the North Oldham Middle School Archery Club. Students demonstrated their archery skills and then taught each Board member how to use the bow and arrows.
11. The Board recognized the following individuals for outstanding achievement.

STUDENT RECOGNITIONS

Students from the following schools were recognized as a 2009 Governor Scholar.

North Oldham High

Caitlin Hagan
Austin Major
Kathleen Newman
Lauren Renaud
Rachel Richards

Hadiya Jones
Rachael Kelley
Derrick Lewis
Benjamin Norton
Brandy Pearson
Paxton Roberts
Ruby Rua

Timothy Boyles
Nicole Brown
Christine Dolin
Jennifer Gorce
Joshua Jennings
Whitney Menser
Anna Roederer
Garrett Shields
Austin Sipp
Katherine Taylor
Megan Ward

Oldham County High

Caroline Collins
Chelsea Corbin
Jared Dabbs
Beata Durcanova

Irena Chi Mai Tran
South Oldham High
Alyssa Badinger
Ashley Boerrigter

The Oldham County Schools Art Center Jazz Ensemble took home top honors in the 2009 Smoky Mountain Music Festival. The group received a Superior I rating that made them the first place winners in their category. The Jazz Ensemble was recognized as the over-all competition winner out of over 3,000 attendees. This required outscoring

19 other ensembles from 11 different states in order to take home the festival's top honors. The following students are part of the Jazz Ensemble.

James Adamchik
Charles Bartley
Olivia Doyon
Paul Fleischmann
Rachel Girdler
Jean Gorce
Ryan Greco

Kevin Hankins
Emalee Huber
Paul Irby
Dylan Isaacs
Sean Kruer
Christopher Ochsner
Larissa Pack

Sean Poynter
Steven Saxey
Edward Taylor
Tyler Thompson
Sean Vilardell
Grace Warren
Connor Young

The following students have been admitted into the Kentucky Governor's School for the Arts program.

South Oldham High

Alyssa Pendleton – Vocal Music
Megan Ward – New Media

North Oldham High

Kaitlyn Bottom – New Media
Rachel Richards – Instrumental

Oldham County High

Graham Hardaway – Creative Writing

Two students from Centerfield Elementary received recognition at the State level for the Christa McAuliffe Rising Star award. This award is given in honor of Christa McAuliffe, the gifted teacher turned astronaut, who died aboard the Challenger space shuttle in 1986. The purpose of this award is to recognize students who have successfully made an effort to improve his/her grades, attendance, character, attitude or self-esteem. The two students who received this award were as follows:

Leah Seward
Winston Jordan

Another student from Centerfield Elementary is a state PTA Reflections winner and will be representing Kentucky at the national Level. Anna Constant received an award for Original Music Composition for Early Primary.

A student from Goshen Elementary finished First Place in the state and First Place nationally in the American Mothers, Inc. 5th grade essay contest. The essay entitled, "What My Mother Means to Me" was written by Christopher Chu.

A 1st grader from Buckner Elementary came in 2nd place in the state for KET's Reading Rainbow contest. Chloe Otterback wrote a fiction piece entitled, "The Gray Day." The story is about a town that had beautiful colors until it rained and washed all the color away and turned the town gray. The story ends with a little girl finding a rainbow and brought color back to the town.

Jacob Adams, a student from Liberty Elementary received state recognition from the Kentucky PTA Reflections Program. Jacob won the Award of Excellence for a video he submitted for Dance Choreography.

Lydia Kirk, a student from Liberty Elementary won the 2008 Jim Claypool Art Contest for her poster entry. She then went on to win 1st Place for the Area 4 Conservation District at the state level.

Two students from South Oldham High received state recognition from the Kentucky PTA Reflections Program. Audrey Frailey received an Award of Excellence in the Senior Division in Dance Choreography. Lauren Moore received an Award of Excellence in the Senior Division in Photography. Both students will represent Kentucky at the National level of the PTA Reflections program.

The North Oldham High School Yearbook, Newspaper and Broadcast Journalism staffs competed in the Kentucky High School Journalism Association competition for 2008/2009 and won First Place awards in the following categories.

Newspaper: Overall Newspaper Design --

Yearbook: Cover Design, Writing Style, Theme Development, Overall Coverage. The Yearbook also won First Place in General Excellence.

South Oldham High School Journalism was named the Grand Champion in all four divisions (A, AA, AAA, AAAA) at the Kentucky High School Journalism 2008-2009 competition. Individual award winners appear below.

AAA Broadcast Division

Dragon News Staff – Newscast – First Place

Megan Ward – Documentary – First Place

Ian Bailie and Megan Ward – Vo/Vo Sport – First Place

Ian Bailie and Megan Ward – Videography – First Place

AAA Newspaper Division

Rachel Smothers – Editorial Writing – First Place

Meredith Rogers – Review Writing – First Place

Megan Ward – Advertising – First Place

AAA Yearbook Division

The Draconium took First Place in the following categories:

Cover Design

Writing Style

Overall Design

Theme Development

Graphics

Photography

Advertising

The North Oldham Middle School Girls Track Team competed in the State Track Championships and finished 2nd out of 65 teams. The following girls helped secure that 2nd place win with individual event titles.

Brianne Brown – 2009 State Champion – 100 Meter Hurdles and 4x200 Meter Relay

Chalisa Helm – 2009 State Champion

Justine Kincaid – 2009 State Champion

Jessica Sanders – 2009 State Champion

STAFF RECOGNITION

Ron Adkisson, a teacher from South Oldham Middle School, received the National Historian's Teacher Award from the National Society of Daughters of Colonial Wars. This organization recognizes teachers and leaders of youth organizations in each state for outstanding achievements in demonstrating good citizenship and patriotism and for teaching young people about Colonial American heritage and history.

Teachers from Buckner Elementary submitted students' poems to the *Creative Communications, A Celebration of Today's Writers* contest. A total of 106 students' poems were chosen for publication from thousands of entries nationwide. Of those classes, two teachers had every student in their classroom chosen.

Margie Brodt

Angelica Fotos

In addition, four other teachers had over half of their class chosen.

Sarah Pitcock

Chelsea Whitesell

Heather Cook

Holly Dunigan

12. Monthly Public Expression was held. The Chairman asked for the sign-in roster of speakers. Mr. Williams indicated to Chairman Fletcher that no one had registered to speak.
13. Superintendent report(s) were given and taken under advisement.
 1. Status Reports on Construction Projects
 2. Policy Review
 3. Tentative School Board Dates/Locations for 2009/2010

ACTION ITEM(S)

14. On motion by Larry Dodson, seconded by Kevin Woosley and unanimously carried, the Board approved revisions to OCBE 6045 to become effective July 1, 2009. (5-0)
15. On motion by Walt Schumm, seconded by Kevin Woosley and unanimously carried, the Board approved the Tentative Working Budget for 2009/2010 in the amount of \$101,456,506. Also, authorized the Superintendent to make budget needed adjustments as new information and challenges occur. (5-0)
16. On motion by Larry Dodson, seconded by Jennifer Jones and unanimously carried, the Board approved salary schedules for the 2009/2010 school year as indicated below. (5-0)
 1. Approved 1.5% increases to salary schedules for certified and classified staff (not including the step for experience for the 2009/2010 school year.
 2. Authorized 1.5% increases for those certified employees/administrators not covered by a specific salary schedule in the 2009/2010 budget.
 3. Maintained the sick leave retirement benefit at 30%.
 4. Continued to allow employees to "bank" up to two (2) days of personal leave with no change in policy related to restriction on times/dates personal days may be used by employees.
 5. Approved step increases of an additional year to salary schedules for certified and classified staff, effective July 1, 2009.
 6. Approved Extra-Curricular stipend schedule.
17. On motion by Jennifer Jones, seconded by Walt Schumm and unanimously carried, the Board approved student fees for the 2009/2010 school year as indicated below. (5-0)

ALL HIGH SCHOOLS

Art		Music	
General Art	\$25.00	All Choir Classes	\$15.00
Ceramics I, II, III	\$45.00	Concert Band	\$60.00
Dimensional Design	\$30.00	Band - Each school handles band expenses differently	
Drawing and Painting	\$45.00		
Special Art I/II	\$45.00	Other Courses	
Visual Art I	\$25.00	ACT/SAT Course	\$30.00
AP Studio Art	\$45.00	ACT Workbook	\$15.00
		Broadcast Journalism/Multi Media	\$20.00
Advanced Placement (A.P.)		Business Courses	\$20.00
Per Class	\$25.00	B/W Photography	\$120.00
		Drama	\$10.00
Family & Consumer Sciences		Journalism-Newspaper	\$10.00
Foods/Advanced Foods	\$25.00	Journalism-Yearbook	\$10.00
Sports & Foods	\$20.00	Life Skills	\$20.00
Clothing/Fashion Design	\$25.00	Speech I/II	\$12.00
Child Care Services (Not Lab)	\$25.00		
		Science	
Foreign Language		Per Class	\$15.00
Per Class	\$20.00		
		Other Fees	
Industrial Arts		Athletic Insurance	\$20.00
Per Class	\$15.00	FFA Dues	\$10.00
(plus cost of materials)		Freshman Planner	\$6.00

Parking Permit \$20.00
 Technology Consumables Fee \$15.00
 Locker Fee \$5.00

Textbook Fees
 \$8 Rental Fee for each Class utilizing a textbook

OLDHAM COUNTY CAREER CENTER

Culinary Arts \$25.00
 Carpentry \$20.00

All students are required to pay for exams for certifications they are seeking.

ALL MIDDLE SCHOOLS

Agenda \$5.00-\$10.00
 Art/Humanities \$5.00 - \$20.00 depending on the length of the course
 Locker Use \$5.00
 Technology Consumables \$15.00

18. On motion by Larry Dodson, seconded by Kevin Woosley and unanimously carried, the Board approved to renew the 2009/2010 contract for Worker's Compensation coverage with Curneal & Hignite Insurance in the amount of \$280,442.00. (5-0)

19. On motion by Walt Schumm, seconded by Jennifer Jones and unanimously carried, the Board approved breakfast and lunch prices for the 2009/2010 school year as indicated below. (5-0)

Student Prices		Adult Prices	
Breakfast	\$1.00	Breakfast	\$1.25
Lunch (elem.)	\$1.75	Lunch	\$2.75
Lunch (mid/high)	\$2.00	Healthy Choice	\$3.50
Healthy Choice (high)	\$2.75		

20. On motion by Kevin Woosley, seconded by Walt Schumm and unanimously carried, the Board accepted the renewal proposal from Jay Hall & Associates in the amount of \$528,431 for property, general liability, fleet liability, E&O officer coverage, and umbrella coverage + \$11,900 for bus replacement coverage. This amount will be adjusted by the final property values established by KDE (the current premium does not include the 40% in value established by KDE). (5-0)

CONSENT ITEMS

21. On motion by Larry Dodson, seconded by Kevin Woosley and unanimously carried, the Board approved the following consent items: (5-0)

- Approved overnight field trip(s) as listed below pursuant to the condition that students not traveling on school buses, with their parents, or with a Board employee, whose insurance carrier has named OCBE as an additional named insured, will be transported to and from their destination on an approved charter bus(s) and the school(s) shall obtain and supply to the Assistant Superintendent for Transportation written evidence of liability coverage.

SCHOOL	SCHOOL GROUP	DESTINATION/DATE	JUSTIFICATION	INSTRUCT. DAYS LOST
SOHS	FCCLA	Hardinsburg, KY June 9-11, 2009	Leadership development for regional officers.	0
OCMS	Boys Basketball	Georgetown, KY June 12-15, 2009	Team camp.	0
OCHS	Broadcast Journalism	Bowling Green, KY June 16-18, 2009	Summer workshop.	0
OCMS	Dance Team	Bloomington, IN (IU) June 20-23, 2009	Team camp.	0
SOHS	Girls Basketball	Georgetown, KY June 21-24, 2009	Team camp.	0
SOHS	Dance Team	Lexington, KY July 23-26, 2009	Team camp.	0

- Adopted pay dates per attached listings for the 2009/2010 school year.

3. Approved the award of a contract to Rumpke of Kentucky, Inc. for Garbage Removal Services for the 2009/10 school year.
4. Approved a banking contract with PNC Bank for the two-year period covering FY 2010 and FY 2011.
5. Approved the renewal of a contract to Raymond Johns Company of Louisville for \$13,997.50 to refinish gym floors for the fiscal year 2009/2010.
6. Approved the award of a contract to Louisville Paving Company, Inc. in the base bid amount of \$784,685.00 plus Alternate No. 1 in the amount of \$82,128.00 for a grand total of \$866,813.00 for the Colonels Drive Improvements project.
7. Approved Change Order #12 in the credit amount of (\$3,524.00) to the Morel Construction Co., Inc. contract for the Crestwood Elementary School project.
8. Approved Change Orders #12 - #14 in the total amount of \$208,392.84 to the D.W. Wilburn, Inc. contract for the North Oldham High School Addition/Renovation project, subject to the approval by the Kentucky Department of Education Division of Facilities Management.
9. Approved the Kentucky Adult Education Grant continuation for the 2009/2010 school year noting there is not a required Board match to this grant.
10. Approved the Community Education Grant continuation for the 2009/2010 school year and authorized payment of the \$5,000 match money coming from the district.
11. Approved the revised certified evaluation plan based on the new Teacher Standards.
22. With no further business to discuss, the Chairman called for a motion to adjourn the meeting. On motion by Jennifer Jones, seconded by Larry Dodson and unanimously carried, the Board adjourned the April 27, 2009 meeting at 7:20 p.m. (5-0)

Joyce Fletcher, Chairman

Paul Upchurch, Superintendent

OLDHAM COUNTY BOARD OF EDUCATION POLICY

EVALUATION OF CERTIFIED EMPLOYEES

5030

References: KRS 156.111; KRS 156.557; 704 KAR 3:345

Relates to 5030-AR; 5030.021-F thru 5030.071-F

Page One of Two

I. Plan

The Superintendent or his/her designee shall develop and maintain a comprehensive evaluation plan including forms for all evaluations of certified staff below the level of Superintendent. This plan shall comply with KRS 156.557 and all implementing regulations. The Performance Evaluation Committee, composed of an equal number of teachers and administrators, shall develop and review the plan and forms annually for compliance and shall submit them to the Kentucky Department of Education for approval.

II. Manner of Evaluation

The approach used in the evaluation process is designed to bring certified personnel and the immediate supervisor together in the spirit of cooperation in order to develop the best teaching/learning situation possible. The approach consists of jointly setting goals, and establishing objectives to reach those goals; conducting classroom observations of the certified staff member; analyzing student and teacher products; assisting the certified staff member to learn of methods for improving proficiency of the staff member conferencing with the certified staff member as stated in Board regulation, and preparing the final written evaluation and providing it to the certified staff member. These instruments and any additional instrument used in the final evaluation should be signed by the administrator and the staff member. The purposes of the evaluation system are to improve instruction, provide a measure of performance accountability to citizens, to foster professional growth and to support individual personnel decisions.

1. Non-tenured staff shall have summative evaluations with multiple observations conducted annually, and shall develop or revise their individual growth plan annually.
2. Tenured staff shall have a summative evaluation conducted at least once every three (3) years, and shall develop or revise a growth plan annually.
3. School administrators, including guidance counselors and assistant principals, shall have a summative evaluation conducted annually and develop or revise a growth plan annually.
4. Formative evaluations shall be an ongoing process for all certified personnel, administrators or otherwise. Formative data collected during the beginning of a teacher's internship period may be utilized in summative evaluations of the intern.
5. Each building principal or assistant principal is responsible for evaluating the certified personnel who are assigned to his/her building. The Superintendent, or his/her designee, is responsible for evaluating principals and all other certified personnel who are not assigned to individual schools. The immediate supervisor of each certified staff member shall be designated as the primary evaluator of that certified staff member. Additional administrative personnel may assist in gathering formative data for the primary evaluator. At the request of a teacher, observations by other teachers trained in the teacher's content area or curriculum content specialists shall be conducted and used in the formative evaluation process for that teacher.
6. The Superintendent will be evaluated annually by the Board of Education on or before the first regular meeting in July, on a form adopted by the Board. The Board will assist the Superintendent in developing goals for professional growth in areas specified by KRS 156.111.
7. Procedures to implement the evaluation described above shall be stated in the district evaluation plan.

III. Appeals

A Local Evaluation Appeals Panel (LEAP) for certified employees shall be established according to provisions of state law. The LEAP shall consist of two (2) certified employee members elected by the certified employees in the district and one (1) member appointed by the Board of Education who is a certified employee of the Board. The certified employee getting the third most votes shall be the alternate, and the Board shall appoint an alternate for the member who is appointed by the Board. Any certified employee may appeal a summative evaluation

OLDHAM COUNTY BOARD OF EDUCATION POLICY

EVALUATION OF CERTIFIED EMPLOYEES

5030

References: KRS 156.111; KRS 157.557; 704 KAR 3:345

Relates to 5030-AR; 5030.021-F thru 5030.071-F

Page Two of Two

which indicates he or she is not meeting one of the district's performance standards for the position held by the employee. The appeal shall be filed with the LEAP within five (5) business days after the conference to review the evaluation is held. The LEAP shall hold a hearing to review any appeal filed. The date and time of this hearing shall allow the evaluatee and evaluator sufficient time to gather any evidence to support his or her position at the hearing, to request witnesses to appear at the hearing on his or her behalf, to review all documents that will be used in the hearing, and to have a representative at the hearing if the certified employee or evaluator so chooses.

A certified employee has a right to appeal to the Kentucky Board of Education if he feels that the district is not properly implementing its performance evaluation plan in the way in which it was approved by the Kentucky Department of Education. In order to make such an appeal, the employee must submit a written request for review to the Kentucky Commissioner of Education within thirty (30) days of the final decision or action of the LEAP. The procedures governing such an appeal are set forth in the state regulation, 704 KAR 3:345.

Adopted	Oldham County Board of Education	April 18, 1977
Revised	Oldham County Board of Education	July 8, 1985
Revised	Oldham County Board of Education	July 7, 1986
Revised	Oldham County Board of Education	December 8, 1986
Revised	Oldham County Board of Education	June 8, 1987
Revised	Oldham County Board of Education	June 6, 1988
Revised	Oldham County Board of Education	February 22, 1993
Revised	Oldham County Board of Education	August 25, 1997
Revised	Oldham County Board of Education	July 28, 1998
Revised	Oldham County Board of Education	June 26, 2000
Revised	Oldham County Board of Education	May 21, 2001
Revised	Oldham County Board of Education	March 25, 2002
Revised	Oldham County Board of Education	June 25, 2007

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION - 5030-AR**

PROCEDURES FOR THE PERFORMANCE EVALUATION OF CERTIFIED STAFF

Related to OCBE 5030; 5030.011F thru 5030.071-F

Page One of Six

5030.01-AR -- Description of the evaluation process for all certified personnel

Definitions:

1. Administrator - means a certified staff person who devotes the majority of his employed time to service in a position for which administrative certification is required by the Educational Professional Standards Board.
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 - (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 - a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.
5. Indicators - means measurable or observable behaviors and outcomes that demonstrate performance criteria.
6. Individual Corrective Action Plan (ICAP) - An individual plan to assist the selected certified employee, through the use of an assistance team, to meet the standard(s) not met in the summative evaluation, by certain target dates.
7. Job Category - means a group or class of positions with closely related functions (e.g., principal, coordinator, director).
8. Observation - a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.
9. Other Support Staff - means certified staff other than teacher or administrator.
10. Performance Criteria - professional standards and indicators on which the certified employee shall be evaluated based on position and the district plan.
11. Position - means a professional role in the school district (e.g., teacher, secondary principal, supervisor of instruction).
12. Professional Growth Plan - an individualized plan that includes: (a) measurable goals for enrichment and development that are established by the person being evaluated with the assistance of an evaluator; (b) objectives, a plan for achieving the objectives; and a method for evaluating success; (c) alignment with the specific goals and objectives of the school or district consolidated plan; (d) identification of school and district resources within available funds to accomplish the goals; and e impact on student performance.
13. Standard of Performance - means acceptable qualitative or quantitative level of performance expected of effective teachers or administrators.
14. Summative Evaluation - the summary of, and conclusions from, all evaluation data, including formative evaluation data that: (a) occurs at the end of an evaluation cycle; and (b) includes a conference between the evaluator and the evaluated certified employee, and a written evaluation report.

Responsibility for Evaluations:

Each building principal or assistant principal is responsible for evaluating the certified personnel each year who are assigned to his/her building. The primary evaluator of any certified employee shall be his or her immediate supervisor. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator and the employee being evaluated. In those instances where the primary evaluator is an associate/assistant principal, the principal shall review and sign the summative evaluation, in addition to the primary evaluator's signature. One principal will be designated as the primary evaluator of any itinerant school staff;

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION - 5030-AR**

PROCEDURES FOR THE PERFORMANCE EVALUATION OF CERTIFIED STAFF

Page Two of Six

however, the summative evaluation should be signed by all principals supervising the itinerant staff. The Superintendent, or his/her designee, is responsible for annually evaluating principals and all other certified personnel who are not assigned to individual schools. In the event that a tenured or non-tenured teacher is assigned as a permanent substitute, the Superintendent or his/her designee shall complete the final evaluation. The Superintendent will be annually evaluated by the Board of Education.

Summative evaluations shall occur once every three (3) years for each tenured teacher, annually for administrators and annually, with multiple observations, for each non-tenured employee. Formative data collected during the beginning teacher's internship period may be utilized in summative evaluations of the intern. Formative evaluations shall be an ongoing process for all teachers and administrators beginning with the onset of employment for any new certified employee or after the end of a summative evaluation for all other employees and continuing until the next summative evaluation.

Conduct of Evaluations:

1. Forms. All evaluations will be conducted with evaluation forms approved by the Performance Evaluation Committee, which will become part of the official personnel file and are designed to foster professional growth and to support individual personnel decisions.
2. Observations. All monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The initial observation will be scheduled with the teacher. The observations shall include documentation of information to be used in determining performance. Observations should occur a minimum of once per year in the "off-years" for tenured teachers and twice per year for "on-year" tenured teachers and non-tenured teachers. Multiple observations shall be conducted for certified employees whose initial observation results are unsatisfactory. You must conduct a pre-conference prior to your initial, formal observation. Such documentation should be provided to the evaluatee and included as formative data. Thereafter, you may conduct informal observations by observing as many times as you deem necessary without a pre-conference meeting or pre-notification. However, you must always provide feedback in a post observation conference within 5 working days. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be conducted and used in the formative evaluation process. This third-party observer, if possible, will be selected by the evaluator and the evaluatee, jointly. The teacher exercising this option must do so by February 15 of the academic year during which the summative evaluation occurs. After the evaluatee expresses in writing the desire to exercise this option, the third party observer has to be jointly selected in five (5) working days, or the evaluator shall select the third party observer.
3. Assistance. The primary evaluator will be responsible for giving assistance to the certified employee being evaluated, for becoming more proficient in the assigned duties, according to the appropriate plan described in Section 5030.05-AR herein.

The overall evaluation process shall involve joint goal setting and development of objectives by the primary evaluator and the staff member being evaluated. The primary evaluator may also direct the staff member to specific in-service training that will support and reinforce the desired job performance. The evaluation shall include a professional growth plan aligned with specific goals and objectives of the consolidated plan and shall be reviewed annually. A goal setting/assistance conference will be held at the end of the school year during the summative evaluation. A final evaluation conference will be held near the end of the school year, no later than April 15th for non-tenured teachers, and no later than June 1st for tenured teachers.

OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION - 5030-AR
PROCEDURES FOR THE PERFORMANCE EVALUATION OF CERTIFIED STAFF

Page Three of Six

5030.02-AR -- Copies of the evaluation instrument that will be used

The Performance Evaluation Committee has approved the following forms for evaluation:

5030.011-F	Pre-Observation Conference Form
5030.012-F	Post-Observation Conference Form
5030.013-F	Drop-in Observation Forms, Versions 1 & 2
5030.015-F	Teacher Observation Form
5030.016-F	ECS Collaboration Monitoring Walk-through Observation Checklist
5030.017-F	ECS Resource Class Monitoring Walk-through Observation Checklist
5030.018-F	ECS Special Class Monitoring Walk-through Observation Checklist
5030.020-F	Assistant Superintendent Standards for Performance Evaluation
5030.021-AR	Experienced Teacher Standards and Indicators
5030.021-F	Experienced Teacher Summative Conferencing Form
5030.0210-F	Performance Standards and Indicators for Academic Coordinators
5030.02101-F	Performance Standards and Indicators for Early Childhood Teachers
5030.0213-F	Performance Standards and Indicators for Instructional Coordinators
5030.0214-F	Performance Standards and Indicators for Literacy Coaches
5030.022-F	Performance Standards and Indicators for Library Media Specialists
5030.023-F	Performance Standards and Indicators for Guidance Counselors
5030.024-F	Performance Standards and Indicators for Speech-Language Pathologists
5030.0243-F	Administrator Observation Form
5030.0244-F	Performance Standards and Indicators for Administrators
5030.025-F	Administrator Standards for Performance Evaluation for Director of Instruction
5030.071-F	Certified Summative Evaluation Appeal Form
5030.0281-F	Individual Professional Growth Plan
5030.0281-AR	Instructions for Completing Individual Professional Growth Plan
5030.0282-F	Individual Corrective Action Plan
5030.0282-AR	Instructions for Completing the Corrective Action Plan
5030.0285-F	Assistance Team Record
5030.0286-F	Assistance Team Log of Activities
5030.029-F	Orientation Attendance Roster

5030.03-AR - Description of the orientation of all certified personnel to the evaluation process and the criteria for the evaluation

Process of Notification of Evaluation

Instructional Staff - All teachers will receive a copy of the evaluation process for instructional staff in the teachers' handbook by the end of the first month of reporting for duty for the school year. The primary evaluator will devote a portion of the faculty meeting during the first school month to explain and discuss with certified staff the evaluation process and performance criteria, using 5030.029-AR. This orientation shall include an explanation of the forms, activities and timelines set forth in the process. Any new instructional staff who begin their employment after the beginning of the year and anyone not attending the faculty meeting at which these guidelines are described shall be given an individual orientation on the evaluation process by the primary evaluator of their employment.

Administrative Staff - All administrators will receive a copy of the administrative evaluation process by the end of the first month of the school year. The Superintendent, as the primary evaluator of the administrative staff, will explain and discuss the administrative evaluation process and forms at the July administrative staff meeting at the beginning of the school year. This orientation will include an explanation of the forms, activities and timelines set forth in the process.

OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION - 5030-AR
PROCEDURES FOR THE PERFORMANCE EVALUATION OF CERTIFIED STAFF

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Performance Criteria

Approved by the Education Professional Standards Board
Oldham County Board of Education
Professional Standards for Experienced Teachers

1. **Knowledge of Content - Reference KRS 156.557(2) (b,c,d,e,f,g,i,j)**
Demonstrates a current and thorough academic knowledge of certified content areas
2. **Implements Curriculum/Plans Instruction - Reference KRS 156.557(2) (b,c,d,e,f,g,j)**
Develops lesson plans/units of study based upon the district's exit standards and students' needs and goals
3. **Organizes Learning Environment - Reference KRS 156.557(2) (b,d,e,f,g,j)**
Develops a positive learning climate and arranges the physical environment to enhance student learning and delivery of instruction
4. **Presents Instruction/Guides Learning - Reference KRS 156.557(2) (c,d,e,f,g,j)**
Implements standards - based instructional units of study/lesson plans through varied instructional and assessment strategies which address the needs of students
5. **Assesses Learning/Instruction - Reference KRS 156.557(2) (a,b,c,d,e,f,g,j)**
Demonstrates abilities and techniques to improve instruction by using a variety of assessment procedures and an analysis of student results
6. **Implementation of Technology Integration - Reference KRS 156.557(2) (b,c,d,e,f,g,h,i,j)**
Demonstrates technical skills and knowledge through classroom instruction and professional activities
7. **Reflects/Evaluates Teaching/Learning - Reference KRS 156.557(2) (a,b,c,d,f,g,j)**
Assesses and analyzes student results to determine instructional changes and professional development needs to support improved student learning
8. **Collaborates with Colleagues/Parents/Students/Others - Reference KRS 156.557(2) (b,c,d,e,f,g,j)**
Collaborates with colleagues, parents, students and other agencies to design, implement, and support learning programs to increase student performance.
9. **Exhibits Professionalism - Reference KRS 156.557(2) (a,b,c,e,f,h,i,j)**
Models professional behavior through collaboration, engaging in professional development activities, self-assessing for areas of growth, and a commitment to lifelong learning
10. **Provides Leadership - Reference KRS 156.557(2) (b,c,d,e,f,g,h,i,j)**
Provides professional leadership within the school, the community, and the education profession to improve student learning and well-being

5030.04 - Description of the Training of Each Primary Evaluator

All Primary Evaluators in the Oldham County Schools, except Board members, shall be trained, tested and approved as an evaluator by the Kentucky Department of Education. Training shall:

1. Include skill development in the use of the district's evaluation process;
2. Include skill development in the identification of effective teaching/management practices, effective observation and conferencing techniques, establishing and assessing certified employee growth plans and summative evaluation techniques relative to the academic expectations of "successful schools;"
3. Be conducted by providers who have been approved by the KDE;
4. Be provided by KDE for all new administrators who are evaluators; and
5. Be approved as part of the district's evaluation plan and procedures submitted to the Kentucky Department of Education.

Testing shall include a cognitive test of research-based and professionally accepted teaching and management practice and effective evaluation techniques related to the academic expectations of "successful schools," and shall be conducted at the state level.

OLDHAM COUNTY BOARD OF EDUCATION
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PROCEDURES FOR THE PERFORMANCE EVALUATION OF CERTIFIED STAFF

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The Kentucky Department of Education shall approve evaluators initially upon completion of the training and testing requirements above. Continued approval shall be based upon completion of at least 12 hours of evaluation training every two years. This training shall be in one or a combination of: use of the local evaluation process; identification of effective teaching and management techniques; establishing observation and conference techniques; establishing and assisting with certified employee professional growth plans in summative evaluation techniques; or completion of training or update training in KTIP or KPIP (not to exceed six (6) hours in a two (2) year period).

The Assistant Superintendent for Administrative Support Services shall be responsible for monitoring evaluation training and implementing the evaluation plan.

5030.05-AR -- Description of the plan whereby the certified employee evaluated is given assistance for becoming more proficient as a teacher or administrator

1. All certified employees shall have a Professional Growth Plan (PGP), as defined in Definitions, created or revised annually, by the employee with assistance of an evaluator and should reflect the improvement addressed during the formative process and the needs identified during the summative evaluation. It should also assist the evaluator in providing support to the evaluatee during the following assessment cycle.
2. The Individual Corrective Action Plan (ICAP) is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or "does not meet rating" on any one Standard or more from the summative evaluation for any non-tenured employee recommended for re-employment or any certified employee employed under a continuing contract. The evaluator and the evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; an assistance team to support and serve as resources to the evaluatee; and targeted dates for appraising the evaluatee's improvement of the standard. The assistance team must include the appropriate Level Director Assistant Superintendent, an administrator, and a peer teacher (if requested by the evaluatee).
3. All staff members are accountable for their performance at all times. Neglect of duty, incompetence, or poor performance shall not be acceptable at any time in the Oldham County Schools, whether the staff member is on limited or continuing contract. Therefore, a primary evaluator has the right to implement any phase of the performance evaluation process at any time during the year if the primary evaluator has reason to believe that neglect of duty, incompetence, or poor performance is occurring.

5030.06-AR -- Description of the process whereby persons evaluated will be provided an opportunity for a review of their summative evaluation

Certified employees have the option to respond in writing to any observation or final evaluation and that response shall be submitted to the primary evaluator to be filed with said observation or evaluation. Copies of the observations and the final evaluation shall be provided to the person being evaluated. In the final evaluation conference to be held prior to April 15th for limited contract staff or June 1st for continuing contract staff, the primary evaluator will review in detail the written summative evaluation with the person being evaluated and provide the evaluatee a copy of the summative evaluation during this conference.

5030.07-AR -- Description of the process whereby persons evaluated may appeal to the Local Evaluation Appeals Panel (LEAP)

1. Pursuant to KRS 156.557 and Oldham County Board of Education Policy 5030, a three member Local Evaluation Appeals Panel (LEAP) will be selected by June 1st every two years and will serve for two years. The Board appointee and/or alternate may be reappointed for consecutive terms. Elected members may be re-elected for a maximum of two consecutive terms.
2. The composition of the panel will be: one member employee appointed by the Board of Education who is a certified employee of the Board, and two certified staff members elected by the certified staff of the district.

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PROCEDURES FOR THE PERFORMANCE EVALUATION OF CERTIFIED STAFF

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- Each year the panel will meet to select a chairperson and publish same. The person receiving the third most votes will be the alternate certified staff member of the district, and the Board will appoint a person to serve as the alternate certified employee of the Board. The alternates shall serve in their respective positions in the event a conflict of interest arises.
3. No member of the LEAP shall review any appeal where he/she was the evaluator or has some other relationship with the evaluatee that creates a conflict of interest for that member. A panel member may choose to disqualify himself/herself for other reasons.
 4. An appeal to a summative evaluation may be filed with the LEAP if the evaluation indicates that the employee is not meeting any one of the district standards.
 5. A written appeal stating the grounds for appeal must be filed with the chairman of the LEAP within five (5) working days after the receipt of the final written summative evaluation. The appeal shall be submitted on a Certified Summative Evaluation Appeals Form, 5030.071-AR. The immediate supervisor of the appealing employee must be notified in writing of the staff member's intention to file an appeal and must be provided a copy of the Appeals Form 5030.071-AR within five (5) working days of the receipt of the summative evaluation.
 6. The primary evaluator shall present to the LEAP and the employee written documentation that supports the summative evaluation within five (5) working days after receipt of the written appeal from the appealing employee, unless the employee agrees to an extension.
 7. Likewise, the employee shall present written documentation to support the appeal to the LEAP and the primary evaluator within five (5) days after filing the written appeal, unless the primary evaluator agrees to an extension.
 8. In conjunction with the written appeal, the employee authorizes the LEAP to review his/her performance evaluation record for all Oldham County service. The LEAP will conduct a hearing to review the issues raised in the appeal.
 9. The hearing shall be held in a reasonable time after the LEAP receives the written appeal, but in no event shall it be held later than thirty (30) days after the LEAP receives the appeal.
 10. The employee shall have the right to be represented by a person of their choice at the hearing and shall advise the LEAP of said representation at least three (3) days prior to the hearing.
 11. The LEAP shall base its decision on the evidence heard at the hearing, and shall submit its written decision to the Superintendent within ten (10) working days from the date of the hearing. The Superintendent shall notify the employee and primary evaluator of the LEAP's decision.

Adopted: July 15, 1985 Revised: June 6, 1988 Revised: August 4, 1997 Revised: June 29, 2000 Revised: July 15, 1986 Revised: June 7, 1990 Revised: July 20, 1998 Revised: May 9, 2001 Revised: June 9, 1987 Revised: February 22, 1993 Revised: June 9, 1999 Revised: July 11, 2003 Revised: June 9, 2005 Revised: June 6, 2006 Revised: August 15, 2006 Revised: January 23, 2007 Revised: June 5, 2007 Revised May 26, 2009

**OLDHAM COUNTY BOARD OF EDUCATION
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EXPLANATION OF EVALUATION PROCESS ORIENTATION

Page One of Three

Each building principal or assistant principal is responsible for evaluating the certified personnel each year who are assigned to his/her building. The primary evaluator for any certified employee is the certified employee's immediate supervisor, but additional administrative personnel may be used to observe and provide other formative data (which is data on performance gathered on a continuous basis and provided to the employee as feedback with suggestions for growth and improvement), so long as they are trained, tested and approved by the Kentucky Department of Education in performance evaluation.

Principals shall perform summative evaluations on tenured teachers once every three (3) years, gathering formative data over the entire three year period and using it to make up the summative evaluation. If a tenured teacher receives an unfavorable evaluation or is placed on an Individual Corrective Action Plan, discussed and defined later, that tenured teacher will have a summative evaluation more often in the next cycle.

Principals shall perform summative evaluations on all non-tenured teachers and administrative personnel annually, and the non-tenured teachers' evaluation shall include multiple observations. For an intern, formative data collected during the internship may be included in the summative evaluation.

When conducting a summative evaluation or an observation, the principal or assistant principals may use only those forms approved by the Performance Evaluation Committee. These forms include the pre-observation conference form, the post-observation conference form, one of the six versions of drop-in observation forms, and the summative evaluation document, which is the document entitled "Experienced Teacher Standards and Indicators." The forms are contained for your reference in your Teacher Handbook, and can always be obtained from the school's copy of the OCBE Administrative Regulations or your primary supervisor.

With regard to observations, principals and administrators must conduct any observation openly and with the teacher's full knowledge. The first observation will be scheduled with the teacher. The observation will document information that is going to be used to determine the teacher's performance. Other drop-in observations will occur at various times throughout the school year. Each tenured teacher shall have a minimum of one observation for each year during the three year cycle before the summative is conducted, i.e. "off-year." Each tenured teacher shall have a minimum of two observations in the year that the summative is conducted, i.e. "on-year." Each non-tenured teacher shall have a minimum of two observations during the school year. Further, any teacher whose initial observation is unsatisfactory must be observed several times during the school year. Despite this minimum number of observations, teachers are encouraged to invite the principal or another administrator to observe a lesson at any time the teacher feels it is appropriate to do so. When an observation is performed, the employee must be given feedback on one of the approved forms and this must be discussed with the employee within five (5) working days of the observation. If a teacher desires, he/she may request that another teacher trained in his/her content area or a curriculum specialist observe him/her and use the results in the formative evaluation process, so long as such a request is made no later than February 15 of the school year in which the evaluation is being performed. The teacher and administrator will select this third-party observer jointly, or if they cannot reach a consensus in five (5) working days on who the third-party observer will be, then the evaluator shall select the third-party observer.

Each tenured and non-tenured certified employee shall have a professional growth plan, which is a plan that includes the following six things: 1) measurable improvement goals that are set by the employee with the assistance of the supervisor, 2) objectives and a plan to meet those objectives, 3) a method to evaluate success of the plan, 4) alignment with the school and district consolidated plan, 5) identification of the resources to achieve those goals and objectives, and 6) how those goals and objectives will impact student performance. This plan may include identification of necessary professional development. The conference to finalize the plan for the following school year shall be conducted during the summative evaluation conference, which must be held by April 15 for non-tenured teachers, and by June 1, for tenured teachers.

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION - 5030.029-AR**

EXPLANATION OF EVALUATION PROCESS ORIENTATION

Page Two of Three

The performance criteria upon which teachers are evaluated are based on the Experienced Teacher Standards and demonstrators approved by the Kentucky Education Professional Standards Board. The nine Oldham County Schools' standards are:

1. **Knowledge of Content - Reference KRS 156.557(2) (b,c,d,e,f,g,i,j)**
Demonstrates a current and thorough academic knowledge of certified content areas
2. **Implements Curriculum/Plans Instruction - Reference KRS 156.557(2) (b,c,d,e,f,g,j)**
Develops lesson plans/units of study based upon the district's exit standards and students' needs and goals
3. **Organizes Learning Environment - Reference KRS 156.557(2) (b,d,e,f,g,j)**
Develops a positive learning climate and arranges the physical environment to enhance student learning and delivery of instruction
4. **Presents Instruction/Guides Learning - Reference KRS 156.557(2) (c,d,e,f,g,j)**
Implements standards - based instructional units of study/lesson plans through varied instructional and assessment strategies which address the needs of students
5. **Assesses Learning/Instruction - Reference KRS 156.557(2) (a,b,c,d,e,f,g,j)**
Demonstrates abilities and techniques to improve instruction by using a variety of assessment procedures and an analysis of student results
6. **Implementation of Technology Integration - Reference KRS 156.557(2) (b,c,d,e,f,g,h,i,j)**
Demonstrates technical skills and knowledge through classroom instruction and professional activities
7. **Reflects/Evaluates Teaching/Learning - Reference KRS 156.557(2) (a,b,c,d,f,g,j)**
Assesses and analyzes student results to determine instructional changes and professional development needs to support improved student learning
8. **Collaborates with Colleagues/Parents/Students/Others - Reference KRS 156.557(2) (b,c,d,e,f,g,j)**
Collaborates with colleagues, parents, students and other agencies to design, implement, and support learning programs to increase student performance.
9. **Exhibits Professionalism - Reference KRS 156.557(2) (a,b,c,e,f,h,i,j)**
Models professional behavior through collaboration, engaging in professional development activities, self-assessing for areas of growth, and a commitment to lifelong learning
10. **Provides Leadership - Reference KRS 156.557(2) (b,c,d,e,f,g,h,i,j)**
Provides professional leadership within the school, the community, and the education profession to improve student learning and well-being

Principals and other building administrators must give certified employees assistance for becoming more proficient as a teacher or administrator. The first method of doing this is through a Professional Growth Plan, as described previously. This PGP shall serve as a guide to the principal or other administrator to provide support to the employee being evaluated. The second method of assisting teachers to become more proficient as a teacher or administrator occurs if the evaluator in the summative evaluation determines that the employee has an "inadequate" or "does not meet standard" rating and, as a result, places the certified employee on an Individual Corrective Action Plan (ICAP), which is a plan tailored to assist that individual to improve his or her performance and meet whatever standard or standards he or she is not meeting at that time. The ICAP must identify corrective action goals and objectives, procedures and activities designed to achieve the goals, an assistance team of professional staff to support the teacher and serve as a resource to him or her, and target dates by which to accomplish each goal. At least one assistance team member must be an Instructional Support Services staff member. The Professional Growth Plan and the Individual Corrective Action Plan, and the directions to complete each of these, are forms that have been adopted by the Performance Evaluation Committee. While the principal has the obligation to provide assistance to certified staff to help them become more proficient in their position, teachers and administrators shall be accountable for their performance at all times. As such, neglect of duty, incompetence, gross misconduct and other performance problems are unacceptable and may result in disciplinary action or acceleration of the steps of performance evaluation, including placement on an ICAP, under certain circumstances.

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION - 5030.029-AR**

EXPLANATION OF EVALUATION PROCESS ORIENTATION

Page Three of Three

All certified employees have a right to respond to any observation or final evaluation. Upon submitting such a response to the primary evaluator, it shall be filed with that observation or evaluation. The certified employee shall be given a copy of the summative evaluation upon its completion, and in no event, later than the summative evaluation conference. Any certified employee who receives a "does not meet standard" for any performance criteria in the summative evaluation may appeal the evaluation to the Local Evaluation Appeals Panel (LEAP), through the procedure set forth by state law and adopted by the Performance Evaluation Committee. The certified employee is then entitled to a hearing before the LEAP.

Any certified employee who needs additional information or clarification on this information about the Performance Evaluation process, forms or criteria upon which he or she is evaluation is encouraged to seek that information or clarification immediately upon needing it.

Adopted: August 17, 1998
Revised: May 8, 2001
Revised: July 17, 2002
Revised: August 15, 2006
Revised: June 23, 2009

TEACHER JOB DESCRIPTION
(Page One of Three)

The job description outlining required duties and responsibilities for teachers is as follows and may also serve as a resource and guide in developing the teacher's individual annual plan.

Responsibility: Teachers are directly responsible to the Principal. The teacher shall plan and implement an education program that is consistent with the SBDM Council's adopted curriculum, which is aligned with Oldham County District Curriculum Framework and complies with this Board policy.

LIST OF DUTIES:

1. The Teacher Demonstrates Applied Content Knowledge

- 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

2. The Teacher Designs and Plans Instruction

- 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

3. The Teacher Creates and Maintains Learning Climate

- 3.1 Communicates high expectations
- 3.2 Establishes a positive learning environment
- 3.3 Values and supports student diversity and addresses individual needs
- 3.4 Fosters mutual respect between teacher and students and among students
- 3.5 Provides a safe environment for learning

4. The Teacher Implements and Manages Instruction

- 4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students
- 4.2 Implements instruction based on diverse student needs and assessment data
- 4.3 Uses time effectively
- 4.4 Uses space and materials effectively
- 4.5 Implements and manages instruction in ways that facilitate higher order thinking

5. The Teacher Assesses and Communicates Learning Results

- 5.1 Uses pre-assessments
- 5.2 Uses formative assessments
- 5.3 Uses summative assessments
- 5.4 Describes, analyzes, and evaluates student performance data
- 5.5 Communicates learning results to students and parents
- 5.6 Allows opportunity for student self-assessment

TEACHER JOB DESCRIPTION
(Page Two of Three)

6. **The Teacher Demonstrates the Implementation of Technology**
 - 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

7. **The Teacher Reflects On and Evaluates Teaching and Learning**
 - 7.1 Uses data to reflect on and evaluate student learning
 - 7.2 Uses data to reflect on and evaluate instructional practice
 - 7.3 Uses data to reflect on and identify areas for professional growth

8. **The Teacher Collaborates with Colleagues, Parents and Others**
 - 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

9. **The Teacher Demonstrates Professionalism, Evaluates Teaching and Implements Professional Development**
 - 9.1 Upholds and models the Kentucky Professional Code of Ethics for Certified Personnel
 - 9.2 Self assesses performance relative to Kentucky's Teacher Standards
 - 9.3 Identifies priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues
 - 9.4 Designs a professional growth plan that addresses identified priorities
 - 9.5 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning
 - 9.6 Follows school district policies and procedures
 - 9.7 Meets professional expectations and responsibilities
 - 9.8 Adheres to safe work practices

10. **The Teacher Provides Leadership within the School/Community/Profession**
 - 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

TEACHER JOB DESCRIPTION
(Page Three of Three)

OTHER JOB DUTIES

1. Fulfills at least the minimum work day established by the Kentucky Department of Education (7 hours and thirty minutes)
2. When appropriate and relevant, accompanies students on all school-sponsored or school-endorsed trips
3. Assumes responsibility for the care of school property and equipment and reports any loss or damage immediately to the Principal
4. Maintains a positive physical appearance of proper attire, neatness and grooming that is appropriate for instruction and school safety

Adopted	Oldham County Board of Education	April 18, 1977
Revised	Oldham County Board of Education	August 7, 1978
Revised	Oldham County Board of Education	July 5, 1983
Revised	Oldham County Board of Education	July 15, 1985
Revised	Oldham County Board of Education	November 5, 1990
Revised	Oldham County Board of Education	May 11, 1998
Revised	Oldham County Board of Education	March 22, 1999
Revised	Oldham County Board of Education	June 26, 2000
Revised	Oldham County Board of Education	May 21, 2001
Revised	Oldham County Board of Education	July 27, 2009



Performance Evaluation Documents

OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATIONS 5030.011 – F

Related to OCBE 5030; AR-5030

PRE-OBSERVATION CONFERENCE FORM

Formative Data Collection to be conducted prior to the initial, formal classroom observation

Evaluatee/Position

Evaluator/Position

School

Content Area/Grade

Date

of students

students w/ IEP

students w/GSSP

of ELL students

Scheduled observation date: _____ Time: _____

1. What do you want the students to learn? Students will be able to...

Curriculum Framework:

Essential Question/Guiding Questions (related to this observation):

2. How will you engage students?

3. How will you know they've learned it?

4. What will you do for those who didn't learn?

5. What will you do for those who already know it?

Other comments/concerns/unique situations or circumstances of which observer should be aware:

Professional Growth (Area of Concentration):

_____ Evaluator's Signature	_____ Date	_____ Evaluatee's Signature	_____ Date
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OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATIONS 5030.012 - F
 Related to OCBE 5030; AR-5030
POST-OBSERVATION CONFERENCE FORM
 Formative Data Collection to be conducted after each formal classroom observation

Evaluatee/Position	Evaluator			
School	Date of Observation	Date of Post Conference		
Content Area\Grade	# of students	# students w/ IEP	# students w/GSSP	# of ELL students

Reflection/discussion of the following questions related to the observation and evidence of student learning:

1. What did you want the students to learn? Students will be able to...

Curriculum Framework:

Essential Question/Guiding Questions (related to this observation):

2. How did you engage students?

3. How did you know they learned it?

4. What did you do for those who didn't learn?

5. What did you do for those who already knew it?

Conference Summary:

Next steps for professional growth:

Evaluator's Signature	Date	Evaluatee's Signature	Date
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**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATIONS 5030.021 AR**

Experienced Teacher Standards

Standard 1: The Teacher Demonstrates Applied Content Knowledge	
1.1	Communicates concepts, processes, and knowledge <i>Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students</i>
1.2	Connects content to life experiences of student <i>Effectively connects content to students' life experiences including when appropriate, prior learning in the content area of other content areas</i>
1.3	Demonstrates instructional strategies that are appropriate for content and contribute to student learning <i>Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students</i>
1.4	Guides students to understand content from various perspectives <i>Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives</i>
1.5	Identifies and addresses students' misconceptions of content <i>Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices</i>

Standard 2: The Teacher Designs and Plans Instruction	
2.1	Develops significant objectives aligned with standards <i>Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests, and abilities</i>
2.2	Uses contextual data to design instruction relevant to students <i>Plans and designs instruction that is based on significant contextual and pre-assessment data</i>
2.3	Plans assessments to guide instruction and measure learning objectives <i>Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results</i>
2.4	Plans instructional strategies and activities that address learning objectives for all students <i>Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives</i>
2.5	Plans instructional strategies and activities that facilitate multiple levels of learning <i>Plans a learning sequence using strategies and activities that foster the development of higher-order thinking skills</i>

Standard 3: The Teacher Creates and Maintains Learning Climate	
3.1	Communicates high expectations <i>Consistently sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations</i>
3.2	Establishes a positive learning environment <i>Maintains a fair, respectful, and productive classroom environment</i>
3.3	Values and supports student diversity and addresses individual needs <i>Consistently uses appropriate and responsive instructional strategies that address the needs of all students</i>
3.4	Fosters mutual respect between teacher and students and among students <i>Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern</i>
3.5	Provides a safe environment for learning <i>Maintains a classroom environment that is both emotionally and physically safe for all students</i>

Standard 4: The Teacher Implements and Manages Instruction	
4.1	Uses a variety of instructional strategies that align with learning objectives and actively engage students <i>Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives</i>
4.2	Implements instruction based on diverse student needs and assessment data <i>Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances</i>
4.3	Uses time effectively <i>Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning</i>
4.4	Uses space and materials effectively <i>Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning</i>
4.5	Implements and manages instruction in ways that facilitate higher order thinking <i>Consistently uses a variety of appropriate strategies to facilitate higher-order thinking</i>

Standard 5: The Teacher Assesses and Communicates Learning Results	
5.1	Uses pre-assessments <i>Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students</i>

5.2	Uses formative assessments <i>Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students</i>
5.3	Uses summative assessments <i>Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement</i>
5.4	Describes, analyzes, and evaluates student performance data <i>Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice</i>
5.5	Communicates learning results to students and parents <i>Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions</i>
5.6	Allows opportunity for student self-assessment <i>Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning</i>

Standard 6: The Teacher Demonstrates the Implementation of Technology	
6.1	Uses available technology to design and plan instruction <i>Uses appropriate technology to design and plan instruction that supports and extends learning of all students</i>
6.2	Uses available technology to implement instruction that facilitates student learning <i>Designs and implements research-based, technology-infused instructional strategies to support learning of all students</i>
6.3	Integrates student use of available technology into instruction <i>Provides varied and authentic opportunities for all students to use appropriate technology to further their learning</i>
6.4	Uses available technology to assess and communicate student learning <i>Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders</i>
6.5	Demonstrates ethical and legal use of technology <i>Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology</i>

Standard 7: The Teacher Reflects On and Evaluates Teaching and Learning	
7.1	Uses data to reflect on and evaluate student learning <i>Uses formative and summative performance data to determine the learning needs of all students</i>
7.2	Uses data to reflect on and evaluate instructional practice <i>Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching</i>

7.3	<p>Uses data to reflect on and identify areas for professional growth <i>Reflects on the evaluation of student learning and instructional practices to identify and develop plans for professional growth</i></p>
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<p>Standard 8: The Teacher Collaborates With Colleagues, Parents, and Others</p>	
8.1	<p>Identifies students whose learning could be enhanced by collaboration <i>Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration</i></p>
8.2	<p>Designs a plan to enhance student learning that includes all parties in the collaborative effort <i>Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning</i></p>
8.3	<p>Implements planned activities that enhance student learning and engage all parties <i>Explains how the collaboration to enhance student learning has been implemented</i></p>
8.4	<p>Analyzes data to evaluate the outcomes of collaborative efforts <i>Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps</i></p>

<p>Standard 9: The Teacher Demonstrates Professionalism, Evaluates Teaching, and Implements Professional Development</p>	
9.1	<p>Upholds and models the Kentucky Professional Code of Ethics for Certified Personnel <i>Adheres to the Professional Code of Ethics for School Certified Personnel in character and behavior to fulfill the obligations to students, parents, the community, and the education profession</i></p>
9.2	<p>Self assesses performance relative to Kentucky's Teacher Standards <i>Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives</i></p>
9.3	<p>Identifies priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues <i>Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth</i></p>
9.4	<p>Designs a professional growth plan that addresses identified priorities <i>Designs a clear, logical professional growth plan that addresses all priority areas</i></p>
9.5	<p>Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning <i>Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning</i></p>
9.6	<p>Follows school district policies and procedures <i>Follows all policies and procedures including attendance, punctuality, timelines in performing professional expectations and responsibilities, and follows proper channels to address issues and problems</i></p>

9.7	Meets professional expectations and responsibilities <i>Meets expectations and responsibilities as stipulated in the job description and performs other duties (in and out of class) consistent with contract/job responsibilities</i>
9.8	Adheres to safe work practices <i>Follows safe work practices to lower the risk of potential injury to self and others</i>

Standard 10: The Teacher Provides Leadership Within the School/Community/Profession	
10.1	Identifies leadership opportunities that enhance student learning and/or professional environment of the school <i>Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues or advocate policy change, and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment</i>
10.2	Develops a plan for engaging in leadership activities <i>Develops leadership activities in the Individual Professional Growth Plan</i>
10.3	Implements a plan for engaging in leadership activities <i>Effectively implements the leadership activities in the Individual Professional Growth Plan</i>
10.4	Analyzes data to evaluate the results of planned and executed leadership efforts <i>Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning</i>



**OLDHAM COUNTY BOARD OF EDUCATION
 ADMINISTRATIVE REGULATIONS 5030.21- F**

SUMMATIVE CONFERENCING FORM

FOR

TEACHERS

**Analysis of Performance and Links to Individual Professional Growth Plan
 and Summative Evaluation**

Evaluatee _____ Content Area _____ Grade(s) _____
 Evaluator _____ Position _____
 Beginning Date _____ Ending Date _____
 Date of Conference _____ School _____

Standards/Performance Criteria	Performance/Products Ratings		
	*Check only one (1) rating per indicator		
1: Demonstrates Applied Content Knowledge	Meets	Growth Needed	Does Not Meet
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			
Standard 1 (considerations for professional growth plan)			

Standards/Performance Criteria	Performance/Products Ratings		
	* Check only one (1) rating per indicator		
2: Designs and Plans Instruction	Meets	Growth Needed	Does Not Meet
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			
Standard 2 (considerations for professional growth plan)			

Standards/Performance Criteria	Performance/Products Ratings		
	* Check only one (1) rating per indicator		
3: Creates and Maintains Learning Climate	Meets	Growth Needed	Does Not Meet
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			
Standard 3 (considerations for professional growth)			

Standards/Performance Criteria	Performance/Products Ratings		
	* Check only one (1) rating per indicator		
4: Implements and Manages Instruction	Meets	Growth Needed	Does Not Meet
4.1 Uses a variety of instructional strategies that align with learning objectives and activity engages students			
4.2 Implements instruction based on diverse student needs and assessment data			
4.3 Uses time effectively			
4.4 Uses space and materials effectively			
4.5 Implements and manages instruction in ways that facilitate higher order thinking			
Overall rating for Summative Evaluation			
Standard 4 (considerations for professional growth plan)			

Standards/Performance Criteria	Performance/Products Ratings		
	* Check only one (1) rating per indicator		
5: Assesses and Communicates Learning Results	Meets	Growth Needed	Does Not Meet
5.1 Uses pre-assessments			
5.2 Uses formative assessments			
5.3 Uses summative assessments			
5.4 Describes, analyzes, and evaluates student performance data			
5.5 Communicates learning results to students and parents			
5.6 Allows opportunity for student self-assessment			
Overall rating for Summative Evaluation			
Standard 5 (considerations for professional growth plan)			

Standards/Performance Criteria	Performance/Products Ratings * Check only one (1) rating per indicator		
	Meets	Growth Needed	Does Not Meet
6: Demonstrates the Implementation of Technology			
6.1 Uses available technology to design and plan instruction			
6.2 Uses available technology to implement instruction that facilitates learning			
6.3 Integrates student use of 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			
Standard 6 (considerations for professional growth plan)			

Standards/Performance Criteria	Performance/Products Ratings * Check only one (1) rating per indicator		
	Meets	Growth Needed	Does Not Meet
7: Reflects On and Evaluates Teaching and Learning			
7.1 Uses data to reflect on and evaluate student learning			
7.2 Uses data to reflect on and evaluate instructional practice			
7.3 Uses data to reflect on and identify areas for professional growth			
Overall rating for Summative Evaluation			
Standard 7 (considerations for professional growth plan)			

Standards/Performance Criteria	Performance/Products Ratings		
	* Check only one (1) rating per indicator		
8: Collaborates with Colleagues, Parents, and Others	Meets	Growth Needed	Does Not Meet
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			
Standard 8 (considerations for professional growth plan)			

Standards/Performance Criteria	Performance/Products Ratings		
	* Check only one (1) rating per indicator		
9: Demonstrates Professionalism, Evaluates Teaching, and Implements Professional Development	Meets	Growth Needed	Does Not Meet
9.1 Upholds and models the Kentucky Professional Code of Ethics for Certified Personnel			
9.2 Self assesses performance relative to Kentucky's Teacher Standards			
9.3 Identifies priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues			
9.4 Designs a professional growth plan that addresses identified priorities			
9.5 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning			
9.6 Follows school/district policies and procedures			
9.7 Meets professional expectations and responsibilities			
9.8 Adheres to safe work practices			
Overall rating for Summative Evaluation			
Standard 9 (considerations for professional growth plan)			

Standards/Performance Criteria	Performance/Products Ratings * Check only one (1) rating per indicator		
10: Provides Leadership Within School/Community/ Profession	Meets	Growth Needed	Does Not Meet
10.1 Identifies leadership opportunities that enhance student learning and well-being			
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			
Standard 10 (considerations for professional growth plan)			

SUMMATIVE EVALUATION FOR TEACHERS

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

Evaluatee _____ Position _____
 Evaluator _____ Position _____

School/Work Site _____

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

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

Ratings:

<u>Teacher Standards:</u>	<u>Meets</u>	<u>*Does Not Meet</u>
1. Demonstrates Applied Content Knowledge	_____	_____
2. Designs/Plans Instruction	_____	_____
3. Creates/Maintains Learning Environment	_____	_____
4. Implements/Manages Instruction	_____	_____
5. Assesses/Communicates Learning Results	_____	_____
6. Demonstrates Implementation of Technology	_____	_____
7. Reflects/Evaluates Teaching/Learning	_____	_____
8. Collaborates w/ Colleagues/Others	_____	_____
9. Demonstrates Professionalism	_____	_____
10. Provides Leadership	_____	_____

OVERALL RATING _____

Future individual professional growth plan should reflect a desire/need to include the standard(s) checked below:

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

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

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

Signature _____ Date _____

Evaluator: _____
 Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of Oldham County School's district evaluation plan. Appeals must be made within the time frames mandated in the district plan.

*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan for a teacher who is re-employed.

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATIONS 5030.0244 – F**

ADMINISTRATOR STANDARDS for Performance Evaluation

Standard 1 *Visionary Leader*

Facilitates the development, articulation, and implementation of the district's "2020 Vision"

Standard 2 *Instructional Leader*

Promotes the school culture and instructional program that ensures student learning and professional growth of staff

Standard 3 *Organizational Manager*

Manages the organization, operations, and resources for a safe, efficient, and effective learning environment conducive to student learning

Standard 4 *Collaborative Leader*

Collaborates with families, peers, and community members, responds to diverse community interests and needs, and mobilizes community resources

Standard 5 *Ethical Leader*

Promotes the success of all students by acting with integrity, with fairness, and in an ethical manner

Standard 6 *Systemic Leader*

Facilitates processes and engages in activities demonstrating knowledge and understanding of the interdependence of the school, the district, and the school community; and demonstrates an understanding of how the political, social, cultural, and economic systems impact schools

Standard 7 *Technological Leader*

Demonstrates and models the competencies and skills identified in the district technology standard and facilitates professional growth of staff in the district technology standard

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION 5030.0244 - F
Data Collection Summary**

Administrators

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

Observee _____ Position _____

Observer _____ Position _____

Observation Information:

Date _____ School Name _____

Time _____ District _____

Standard 1

A school administrator facilitates the development, articulation, implementation, and stewardship of the district's 2020 Vision

Demonstrators/Indicators

- | |
|--|
| <p>1.1 Develops and implements a school consolidated plan that reflects the district's <i>2020 Vision</i> (e.g., facilitating the consolidated planning process, ensuring the school mission is directly related to the district mission, including the OCBE Board Goals A and F)</p> |
| <p>1.2 Reflects on personal assumptions, beliefs and practices as they relate to the district's <i>2020 Vision</i> (e.g., reflects on ESS and Leadership, staff minutes, notes on Consolidated Plan, IGP – keeps folder on standards and mission)</p> |
| <p>1.3 Effectively communicates vision of school and district to staff, students, parents and community in a variety of ways (e.g., minutes, newsletters, open houses, web page, Power Point presentations, spreadsheets, and graphic visuals for parent meetings, open house, Executive Summary of Consolidated School Plan)</p> |

<p>1.4 Leads school in developing, implementing, revisiting a school mission statement that guides the CP and relates to the district <i>2020 Vision</i> (e.g., revised mission statement, school initiatives, program implementation, addresses technology standards through the Consolidated School Plan)</p>
<p>1.5 Allocates resources and funding which support the district's <i>2020 Vision</i> (e.g., budget; makes technology access, training, implementation, evaluating results, and follow-up support a priority for funding)</p>
<p>1.6 Deliberately seeks input from the school community in various ways to facilitate the development of the school's vision (e.g., SBDM Council, PTA, and School Community recommendations)</p>
<p>1.7 Serves on district task force (e.g., local planning committee, district-wide committees, Community Council representative)</p>

Standard 2

A school administrator promotes the school culture and instructional program which ensures student learning and professional growth

Demonstrators/Indicators

- | |
|--|
| <p>2.1 Assesses school culture and climate on a regular basis to ensure high expectations for self, student, and staff performance (e.g., Effective School Surveys, walk-throughs, department goals, SBDM minutes)</p> |
| <p>2.2 Selects/provides and assesses the implementation of professional development that focuses on student learning consistent with school and district vision goals (e.g., analysis of assessment results; PD plan focused on activities, student products; performance evaluations linked with professional growth plans; PD activities support the district's <i>2020 Vision</i>, PD includes technology integration)</p> |
| <p>2.3 Facilitates the design, implementation, evaluation, and refinement of research-based curricular, co-curricular, and extra-curricular programs (e.g., SBUS, team minutes, action research opportunities, ESS program)</p> |
| <p>2.4 Utilizes multiple sources of information regarding performances of students and staff to evaluate student learning/achievement (e.g., assessment results, walk-throughs summaries, disaggregation of grade distribution, analysis of student products)</p> |
| <p>2.5 Monitors and implements the evaluation process according to district policy (e.g., data collection summaries, observations, feed-back, analysis of student products, summative conference schedules, summative evaluations, professional growth plans directly linked to teacher performance)</p> |

Standard 3

A school administrator will ensure management of the organization, operations, and resources for a safe, efficient and effective learning environment as measured by student achievement

3.1 Collects and accurately analyzes school data that indicates a safe, efficient, and effective learning environment (e.g., ESS evaluation, performance evaluation summaries, Effective School Surveys, Impact/Implementation documentation, disaggregation of state assessment results, the use of spreadsheets, Power Point presentations, and visual graphics to communicate data)

3.2 Effectively works with school council to identify and overcome challenges specific to community/school (e.g., use of conflict resolution skills, group processing, and communication skills; SBDM policies, Consolidated School Plan, SBDM minutes)

3.3 Uses resources creatively and efficiently (e.g., time, human, financial, facility) to create an effective and safe learning environment that facilitates the development and implementation of the school consolidated plan (e.g., budget, safe school policies/regulations, master schedule, staffing plan, appropriate use of technology)

3.4 Manages organization so that district policies and state/federal laws are followed (e.g., documentation of action taken by administrator, no evidence of violations in school reports {expulsion, suspension, discipline, IEP conference summaries, ILP's}, performance evaluation procedures, audits, categorical budgets, personal attendance)

3.5 Uses technology to manage school operations (e.g., e-mail, MUNIS, Web site, spreadsheets, budgets, data analysis, data bases)

Standard 4

A school administrator collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources

Demonstrators/Indicators

4.1 Ensures that public engagement, high visibility, active involvement, and communication with the larger community is a priority (e.g., newsletters, community organization memberships, Oldham County Day)

4.2 Builds community partnerships to strengthen programs and support school goals (e.g., community sponsors, groups using building, business sponsors)

4.3 Uses effective media relations with community (e.g., web site, principal's newsletter, newspaper articles, participation in community functions)

4.4 Models and develops collaboration with community (e.g., day care program, appropriate use of community resources/funds, media relations)

Standard 5

A school administrator promotes the success of all students by acting with integrity, with fairness, and in an ethical manner

Demonstrators/Indicators

5.1 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance and demonstrates professional growth (e.g., Effective Schools Surveys, professional growth plan, documentation of efforts to increase teacher leadership opportunities, published professional journal articles)
5.2 Promotes public scrutiny of the school and solicits feedback (e.g., SACS review, mid-year report to OCBE, SBDM minutes, documentation of attendance at school events, Effective School Surveys, parent membership on committees)
5.3 Treats people fairly, equitably and with dignity and respect (e.g., personal correspondence, Effective Schools Surveys, resource allocation among staff, walk-through feedback)
5.4 Applies laws, policies and procedures fairly, wisely, and considerately (e.g., SBDM and faculty minutes/agendas, Effective School Surveys, OCBE policies and AR's, performance evaluation procedures, categorical funds)
5.5 Demonstrates appreciation for and sensitivity to the diversity in the school community (e.g., Effective School Surveys, personal correspondence, leadership position in the community, extra-curricular offerings)
5.6 Examines and considers the prevailing values of the diverse school community (e.g., attendance in committee meetings/activities, personal correspondence)
5.7 Demonstrates a personal and professional Code of Ethics (e.g., adheres to the Commonwealth of Kentucky Executive Branch Code of Ethics)
5.8 Adheres to safe work practices to lower the risk of potential injuries to self and others.

Standard 6

A school administrator understands, responds to and influences the school community

Demonstrators/Indicators

6.1 Ensures that the environment in the school is student centered (e.g., SBDM minutes, reflection on Building Representative {BR's} notes, student groupings, master schedule, staffing, analysis of walk-throughs)

6.2 Utilizes data from the school community to meet school needs (e.g., Effective School Surveys, committee meeting minutes, written/oral communication with parents)

6.3 Follows Board policy, laws and regulations

Standard 7

A school administrator uses technology to support the school's instructional program; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research/solve problems.

Demonstrators/Indicators

7.1 Operates a multimedia computer and peripherals to use a variety of software (Office'97, Word, Excel, e-mail, internet)
7.2 Uses the computer to do word processing, create spreadsheets, access electronic mail and the Internet, and use other emerging technologies to enhance professional productivity and support instruction (e.g., newsletters, data analysis, budgets, templates for performance evaluation documentation and professional growth plans)
7.3 Uses terminology related to computers and technology appropriately in written and verbal communication (e.g., SBDM minutes, newsletters, e-mail responses)
7.4 Follows Board policy, laws and regulations in the use of computers and technology in both professional and personal activities
7.5 Facilitates the lifelong learning of self and others through the use of technology (e.g., professional growth plans, training provisions, attendance at technology training)
7.6 Demonstrates knowledge of the use of technology in business, industry, and society (e.g., Power Point presentations, budget spreadsheets, use of e-mail)
7.7 Ensures appropriate research-based instructional practices related to the integration of technology are included in the school's instructional program (e.g., classroom observations, walk-throughs, professional growth plans)

**SUMMATIVE CONFERENCING FORM
 FOR
 ADMINISTRATORS
 Analyses of Performance and Links to Individual Professional Growth Plan
 and Summative Evaluation**

Evaluatee _____ School _____

Evaluator _____ Position _____

Date of Conference _____

ISSLC Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
1: Visionary Leader			
1.1 Develops/Implements school consolidated plan to reflect the District's 2020 Vision			
1.2 Reflects on personal practices – related to the District's 2020 vision			
1.3 Communicates the school/district vision			
1.4 Leads school in mission statement that guides the consolidated school plan and relates to District's 2020 Vision			
1.5 Allocates resources to support District's 2020 Vision			
1.6 Seeks input from the school community for the school's vision			
1.7 Serves on District task force			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
2: Instructional Leader			
2.1 Assesses school culture/climate to ensure high expectations			
2.2 Ensures the professional development focuses on student learning consistent with school/district goals			
2.3 Facilitates the use of research-based programs			
2.4 Uses multiple data sources to evaluate student learning			
2.5 Monitors/implements the evaluation process according to district policy			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
3: Organizational Manager			
3.1 Analyzes school data ensuring a safe, efficient, and effective learning environment			
3.2 Effectively works with school council			
3.3 Uses resources creatively and efficiently			
3.4 Manages organization so that district policies and procedures are followed			
3.5 Uses technology to manage school operations			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
4: Collaborative Leader			
4.1 Ensures that public engagement, high visibility, communication with the larger community is a priority			
4.2 Builds community partnerships to strengthen programs and support school goals			
4.3 Uses effective media relations with community			
4.4 Models and develops collaboration with community			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
5: Ethical Leader			
5.1 Demonstrates values that inspire others to higher levels of performance and demonstrates professional growth			
5.2 Promotes public scrutiny of the school/solicits feedback			
5.3 Treats people fairly/with dignity and respect			
5.4 Applies laws, policies, and procedures			
5.5 Demonstrates appreciation for diversity			
5.6 Examines/considers the values of the diverse school community			
5.7 Demonstrates a personal and professional Code of Ethics			
5.8 Adheres to safe work practices to lower the risk of potential injuries to self and others.			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
6: Systemic Leader			
6.1 Ensures a student-centered environment			
6.2 Utilizes data from the school community to meet school needs			
6.3 Follows Board policy, laws, and regulations			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
7: Technological Leader			
7.1 Operates a multimedia computer/peripherals to use a variety of software			
7.2 Uses technology to enhance productivity and support instruction			
7.3 Uses terminology related to computers and technology			
7.4 Follows Board policy, laws, regulations in the use of computers in professional and personal activities			
7.5 Facilitates the lifelong learning of self and others through the use of technology			
7.6 Demonstrates knowledge of the use of technology			
7.7 Ensures appropriate research-based instructional practices are included in the instructional program			
Overall rating for Summative Evaluation			

SUMMATIVE EVALUATION FOR ADMINISTRATORS

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

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

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

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

Ratings:

<u>Administrator Standards:</u>	<u>Meets</u>	<u>*Does Not Meet</u>
1. Visionary Leader	_____	_____
2. Instructional Leader	_____	_____
3. Organizational Manager	_____	_____
4. Collaborative Leader	_____	_____
5. Ethical Leader	_____	_____
6. Systemic Leader	_____	_____
7. Technological Leader	_____	_____
OVERALL RATING	_____	_____

Individual professional growth plan reflects a desire/need to include the standard(s) checked below:

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

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

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

Evaluator:	Signature	Date
	Signature	Date

Opportunities for appeal processes at both the local and state levels are a part of Oldham County Schools' district evaluation plan. Appeals must be made within the time frames mandated in the district plan.

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

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION 5030.022 – F
DATA COLLECTION SUMMARY
Library Media Specialist**

Evaluatee _____

Position _____

Evaluator _____

Position _____

Observation Information:

If Applicable:

Date _____

Unit of Study/Lesson _____

Time _____

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

STANDARDS/PERFORMANCE CRITERIA

Standard 1: Demonstrates Proficiency in Management and Administration for the Library Media Center	
1.1 Plans long-range goals of the library media center program with faculty, administration, and students	1.9 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis (identifying strengths and weaknesses)
1.2 Plans the budget with administrators, site-based councils and/or advisory committees, based on the needs and objectives of the library media center	1.10 Organizes and maintains the library media center as a functional, attractive, safe and orderly environment for optimal use by students and faculty
1.3 Administers the budget according to the goals and objectives of the program	1.11 Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways
1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.	1.12 Is responsible for monitoring the proper use of the facility, materials, and equipment.
1.5 Develops library media center policies, e.g., materials selection, collection development, circulation, challenged materials, copyright, policies, handbook, agendas, and technology	1.13 May plan and/or participate in special projects or proposals
1.6 Administrates a library media program that utilizes flexible access	1.14 Trains and supervises library media center clerical staff, volunteers, and student helpers
1.7 Develops plans for maintaining a technologically current facility and program	Standard 1. (considerations for professional growth plan)
1.8 Organizes, classifies, and catalogs library materials, following nationally recognized professional standards	

Standard 2: Provides Exemplary Resources	
2.1 Follows the district/SBDM approved selection policy which includes a procedure for the reconsideration of materials	2.6 Keeps a card or automated card catalog current
2.2 Possesses a broad knowledge of the school curriculum and District Exit Standards and plans with teachers and administrators for development of a collection to support the curriculum	2.7 Maintains statistical records and shelf list needed to verify collection of the library media center holdings
2.3 Chooses materials using selection tools, bibliographies, periodical, reviews, workshop and professional judgment recommendations	2.8 Makes general repairs, weeds collection, and takes annual inventory
2.4 Maintains a professional collection	Standard 2. (Considerations for professional growth plan)
2.5 Demonstrates competency in selection, acquisition, circulation, and support the school's curriculum and educational philosophy	

Standard 3: Provides Effective Library Media Services	
3.1 Exercises a leadership role and serves as a catalyst by ensuring the library media center is central to the instructional program of the school	3.8 Establishes positive rapport with staff and students
3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening	3.9 Makes the library media center and its resources accessible to students and faculty
3.3 Participates as a member of the instructional teams and is available as a resources for all staff	3.10 Provides orientation for new faculty and students
3.4 Provides the leadership and expertise for the incorporation of informational and instructional technologies into the school curriculum	3.11 Maintains effective communication with staff and students, e.g., informs faculty and students of new acquisitions and services
3.5 Provides training in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections	3.12 Facilitates the circulation of materials among schools in the district or other agencies
3.6 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials	Standard 3. (considerations for professional growth plan)
3.7 Provides resources and assists faculty in the selection of materials to supplement instruction	

Standard 4: Enables Students to become Effective Information Users	
4.1 Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of education reform and the academic expectations	4.7 Promotes appreciation of various forms of literature
4.2 Informally evaluates individual and group needs and provides appropriate learning experiences	4.8 Encourages students to develop life long reading, listening, viewing, and critical thinking skills, and to become skilled in all modes of communications
4.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct	4.9 Incorporates the use of technology in accessing information
4.4 Provides for independent and cooperative group learning	4.10 Assists students in the use of multi-media for completed projects
4.5 Guides students in the selection of appropriate resources	Standard 4. (Considerations for professional growth plan)
4.6 Helps students to develop habits of independent reference work and to develop literacy the use of reference materials in relation to planned assignments	
Standard 5: Manages Student Behavior	
5.1 Establishes/maintains behavioral expectations (class rules) of students	5.5 Manages disruptive behavior constructively while maintaining instructional momentum
5.2 Monitors students' behaviors according to local student/district policies and procedures	5.6 Demonstrates fairness and consistency and respects diversity and individual differences
5.3 Reinforces acceptable student behaviors with genuine, specific praise	5.7 Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors
5.4 Holds each student accountable for his/her own behavior	Standard 5. (considerations for professional growth plan)
Standard 6: Communicates Effectively	

6.1	Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions	6.6	Displays awareness of space and presence when interacting with others
6.2	Speaks distinctly and clearly	6.7	Maintains positive interactions with others
6.3	Adjusts volume and tone for emphasis	6.8	Makes effective uses of non-verbal cues, expressions, gestures, etc.
6.4	Models correct grammar and pronunciations	Standard 6. (considerations for professional growth plan)	
6.5	Provides clear instructions		
Standard 7: Exhibits Professionalism			
7.1	Evaluates self to identify needs for instructional improvement and develops/reviews a professional growth plan congruent with school/district/KERA goals and missions	7.6	Strives to improve instruction on a consistent basis
7.2	Communicates distinctly and clearly through grammar and pronunciation (appropriate communication to parents, students, staff, community)	7.7	Follows school/district policies and procedures including attendance, punctuality, timelines in performing professional expectations and responsibilities (follows proper channels to address issues and problems)
7.3	Reviews professional growth plan annually and revises plan as needs/goals change	7.8	Upholds and models Kentucky's School Personnel Code of Ethics (assessment, legal use of computers and technology, confidentiality with student behavior and performances, all forms of communication with students, staff, parents and community)
7.4	Participates in professional development activities (continuing education, workshops, seminars, action-based research, teacher networks, etc.)	7.9	Meets professional expectations and responsibilities as stipulated on the job description and performs other duties (in and out of the library media center) consistent with contract/job responsibilities i.e., serves on various school/district committees, adheres to safe work practices to lower the risk of potential injuries to self and others
7.5	Shares instructional materials, information, ideas with colleagues and encourages professional growth of peers.	Standard 7. (considerations for professional growth plan)	

Standard 8: Demonstrates Implementation of Technology Integration

<p>8.1 Demonstrates technical skills and knowledge required to install, use, and maintain a variety of software and peripherals (connect printers, scanners, projection devices, digital cameras, external monitors, and handles routine support needs of equipment)</p>	<p>8.4 Collaborates with teachers in planning and implementing instruction utilizing technology (uses appropriate assistive and adaptive devices for students with special needs, applies research-based instructional practices for technology integration, uses technology to support multiple intelligences in instruction and multiple assessments of learning, provides equitable use of technology)</p>
<p>8.2 Engages in relevant professional development opportunities based on identified needs in technological skills and follows through with implementation in instructional or professional activities</p>	<p>8.5 Collaborates with teachers in designing lessons that allow students to facilitate individual and group learning through technology integration in instruction (authentic technology-generated student products, distance learning, internet research)</p>
<p>8.3 Applies technological skills to enhance professional activities and productivity (uses word processing, creates data bases, maintains confidentiality of student information communicated through e-mail, conducts Internet searches for professional information, creates multi-media presentations using scanners, digital cameras, Power Point, Internet, utilizes e-mail appropriately)</p>	<p>Standard 8: (considerations for professional growth plan)</p>

**SUMMATIVE CONFERENCE FORM
FOR
LIBRARY MEDIA SPECIALISTS**

Evaluatee _____

Evaluator _____

Position _____

Date of Conference _____

School _____

Standards/Performance Criteria	Performance/Products Ratings		
	*More than (1) rating can be checked		
1: Management/Administration of Library Media Center	Meets	Growth Needed	Does Not Meet
1.1 Plans long-range goals			
1.2 Plans budget			
1.3 Administers budget			
1.4 Meets with principal to evaluate/set short-term goals			
1.5 Develops policies related to center			
1.6 Administers program – flexible access			
1.7 Plans for technology program			
1.8 Organizes, classifies, catalogs materials			
1.9 Evaluates programs/services – ongoing			
1.10 Organizes/maintains safe, orderly, functional, attractive center			
1.11 Publicizes programs/services and materials			
1.12 Responsible for monitoring facility, materials, equipment			
1.13 Plan/participate in special projects			
1.14 Trains/supervises staff, volunteers			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings		
	*More than (1) rating can be checked		
2: Provides Resources	Meets	Growth Needed	Does Not Meet
2.1 Follows district/SBDM selection policy			
2.2 Knowledge of/supports curriculum			
2.3 Chooses materials using various recommendations			
2.4 Maintains professional collection			
2.5 Demonstrates competency in selection			
2.6 Keeps card catalog current			
2.7 Maintains statistical records			
2.8 Makes general repairs/inventory			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings		
	*More than (1) rating can be checked		
3: Provides Effective Library Media Services	Meets	Growth Needed	Does Not Meet
3.1 Exercises a leadership role in ensuring the media center is central to the instructional program in the school			
3.2 Maintains flexible use of the library media center			
3.3 Participates as a member of the instructional team			
3.4 Provides training in use of new materials, technology, and equipment			
3.5 Provides training in use of new materials, technology, and equipment			
3.6 Supports teachers in developing units, activities, and curriculum			
3.7 Provides resources, assists faculty in selecting materials to supplement instruction			
3.8 Establishes positive rapport with staff and students			
3.9 Makes the library media center accessible to students and staff			
3.10 Provides orientation for new faculty/students			
3.11 Maintains effective communication			
3.12 Facilitates the circulation of materials among schools in the district			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings		
	*More than (1) rating can be checked		
4: Enables Students to become Effective Information Users	Meets	Growth Needed	Does Not Meet
4.1 Plans/implements program of library information literacy			
4.2 Evaluates student needs			
4.3 Creates a learning climate			
4.4 Provides for independent and cooperative group learning			
4.5 Guides students in selecting resources			
4.6 Helps students develop habits			
4.7 Promotes appreciation of literature			
4.8 Encourages students to develop life-long reading/communication skills			
4.9 Incorporates technology in accessing information			
4.10 Assists students with multi-media			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings		
	*More than (1) rating can be checked		
5: Manages Student Behavior	Meets	Growth Needed	Does Not Meet
5.1 Establishes behavioral expectations			
5.2 Monitors student behavior			
5.3 Reinforces with praise			
5.4 Holds students accountable for behavior			
5.5 Manages behavior/maintains instruction			
5.6 Demonstrates fairness/consistencies			
5.7 Uses gestures to redirect behaviors			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings		
	*More than (1) rating can be checked		
6: Communicates Effectively	Meets	Growth Needed	Does Not Meet
6.1 Listens to others			
6.2 Speaks distinctly/clearly			
6.3 Adjusts volume/tone			
6.4 Models correct grammar			
6.5 Provides clear directions			
6.6 Displays awareness of space in interactions with others			
6.7 Maintains positive interactions			
6.8 Makes use of non-verbal cues			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings		
	*More than (1) rating can be checked		
7: Exhibits Professionalism	Meets	Growth Needed	Does Not Meet
7.1 Evaluates self to identify needs			
7.2 Professional communication			
7.3 Reviews growth plan annually			
7.4 Participates in on-going PD			
7.5 Shares instructional materials			
7.6 Improves instruction – ongoing			
7.7 Follows district policies			
7.8 Upholds Code of Ethics – confidentiality			
7.9 Meets professional expectations – safety			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings		
	*More than (1) rating can be checked		
8: Demonstrates Implementation of Technology Integration	Meets	Growth Needed	Does Not Meet
8.1 Demonstrates technical skills			
8.2 Engages in relevant PD – technology			
8.3 Applies technical skills			
8.4 Collaborates with teachers – use of technology			
8.5 Collaborates with teachers – students' use of technology			
Overall rating for Summative Evaluation			

SUMMATIVE EVALUATION for Library Media Specialists

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

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

Date(s) of Observation(s) _____

Date(s) of Conference (s) _____

Ratings:

Library Media Specialist Standards:

	<u>Meets</u>	<u>*Does Not Meet</u>
1. Management/Administration	_____	_____
2. Provides resources	_____	_____
3. Provides effective services	_____	_____
4. Enables students	_____	_____
5. Manages student behavior	_____	_____
6. Communicates effectively	_____	_____
7. Exhibits professionalism	_____	_____
8. Technology integration	_____	_____

OVERALL RATING

Individual professional growth plan reflects a desire/need to include the standard(s) checked below:

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

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

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

Signature Date

Evaluator: _____
Signature Date

Opportunities for appeal processes at both the local and state levels are a part of Oldham County School's District evaluation plan. Appeals must be made within the time frames mandated in the district plan.

*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan for a media specialist who is re-employed

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATIONS
PRE-OBSERVATION CONFERENCE FORM
Formative Data Collection**
(To be conducted prior to the initial, formal classroom observation)

_____ Evaluee	_____ Evaluator	_____ Position
_____ School	_____ Date	_____ Time

.....

Observation Date Scheduled for _____

District Exit Standard(s) and Demonstrators Targeted – Collaborative activity (if applicable)

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

Other comments/concerns:

Professional Growth (Area of Concentration):

_____ Evaluee's Signature	_____ Date	_____ Evaluator's Signature	_____ Date
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**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATIONS**

**POST-OBSERVATION CONFERENCE FORM
Formative Data Collection
(To be conducted after each formal classroom observation)**

Evaluatee	Evaluator	Position
School	Date	Time

Date of Observation _____

.....

District Exit Standard(s) and Demonstrators Targeted – Collaborative activity (if applicable)

Special/unique situations or circumstances observed by the evaluator:

Reflection:

Professional Growth (Area of Concentration) for Individual Professional Growth Plan:

Evaluatee's Signature	Date	Evaluator's Signature	Date
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**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION 5030.02101-F**

**DATA COLLECTION SUMMARY
Early Childhood Teacher Standards
*Formative Stage***

These forms are used as documentation to verify that identified indicators for each standard have been evidenced by the evaluator. Information noted should be gathered from specific behaviors and products, such as observations, evaluatee's work samples, and student results (products, assessments, longitudinal data, etc.).

Evaluatee _____ Type of Setting/Activity _____
 Evaluator _____ Position _____
 Beginning Date _____ Ending Date _____

Standard 1: Designs/ Organizes; Implements Curriculum/Plans Instruction
1.1 Designs developmentally appropriate activity-based learning experiences
1.2 Makes provisions for special needs
1.3 Plans for safe, healthy environments and activities
1.4 Bases curriculum and instruction on developmental needs and District Exit Standards
1.5 Facilitates positive guidance/self-regulation of the child
1.6 Links learning with cultural, social and family diversity
1.7 Incorporates multiple disciplines and service plans
1.8 Incorporates family resources, priorities and concerns

1.9 Relates current learning to transition plans
1.10 Uses technology to enhance learning and participation
1.11 Selects developmentally and individually appropriate strategies and resources
1.12 Provides a stimulus-rich indoor/outdoor environment
1.13 Identifies resources to accomplish management tasks
1.14 Demonstrate knowledge of child development theory/research
Standard 1 (considerations for professional growth plan)

Standard 2: Creates Climate/Environments
2.1 Facilitates active involvement in a variety of structured and unstructured learning activities
2.2 Facilitates acquisition/integration of skills/concepts
2.3 Provides guidance/learning cues/positive feedback on progress
2.4 Provides a stimulus-rich indoor/outdoor environment
2.5 Uses technology/materials/media to enhance learning/control of the environment
2.6 Manages antecedent/consequent conditions to foster self-management
2.7 Uses cooperative learning to encourage interpersonal skills

2.8 Adapts environment to address special needs
2.9 Facilitates positive interaction between children and adults
2.10 Uses physical/social/temporal environment to engage children and maximize learning
2.11 Recognizes diversity as a strength in children and families
2.12 Operates within legal and ethical guidelines and performs duties consistent with community goals and school/district policies and procedures.
2.13 Demonstrates knowledge of recommended practices and research in physical/social learning environments
Standard 2 (considerations for professional growth plan)

Standard 3: Manages/Implements Instruction
3.1 Facilitates active involvement in a variety of structured and unstructured learning activities
3.2 Incorporates multiple disciplines and service plans
3.3 Facilitates acquisition/integration of skills/concepts
3.4 Implements child-oriented strategies to meet individual needs
3.5 Incorporates family-centered activities
3.6 Links learning to the child's experiences/knowledge in a culturally sensitive manner

3.7 Provides guidance/learning cues/positive feedback on progress
3.8 Uses pedagogically sound/legally defensible instructional practices
3.9 Uses adaptations/positioning/handling strategies to involve children in multi-ability groups
3.10 Uses technology/materials/media to enhance learning and control of the environment
3.11 Manages antecedent and consequent condition to foster self management behaviors
3.12 Facilitates positive interactions between children and adults
3.13 Uses physical, social and temporal environment to engage children and maximize learning
3.14 Identifies options/resources for transition to next class/program
3.15 Identifies the goal of the management task
3.16 Uses problem-solving and participatory group processes to address management problems
3.17 Establishes appropriate timelines for completing management tasks
3.18 Demonstrates knowledge of recommended practices and research in instructional strategies and management
Standard 3 (considerations for professional growth plan)

Standard 4: Assesses Learning
4.1 Uses multiple assessment modes and methods with adaptations for children with special needs
4.2 Uses assessment tools/procedures according to standards
4.3 Actively involves families in the assessment process
4.4 Collects data systematically and records progress
4.5 Organizes assessment data and communicates results to families and other team members in every day language
4.6 Identifies options and resources for transition to next class/program
4.7 Evaluates development/learning in a culturally sensitive manner
4.8 Applies state/national guidelines/mandates in child evaluation
4.9 Demonstrates knowledge of recommended practices and research in the assessment process
Standard 4 (considerations for professional growth plan)

Standard 5: Reflects on/Evaluates Program
5.1 Articulates and assesses the learning situation with respect to key elements
5.2 Applies professional guidelines/mandates in program evaluation
5.3 Evaluates impact of the program on child learning/development

5.4 Identifies professional development needs of assistants, staff and volunteers
5.5 Critically reviews and applies research and recommended practices in the program
5.6 Involves families, other team members, community patron and advisory boards in evaluation of programs
5.7 Proposes changes to improve learning and development
5.8 Demonstrates knowledge of recommended practices and research in program evaluation
Standard 5 (considerations for professional growth plan)

Standard 6: Collaborates with Others
6.1 Uses effective team membership and interpersonal skills to support collaboration
6.2 Involves parents as partners on the team
6.3 Involves appropriate persons and agencies to address the situation, problem or task; encourages contributions from a variety of sources and backgrounds
6.4 Follows through on input from other members of the team
6.5 Collaborates with families/personnel to support child transition
6.6 Makes appropriate referrals and provides functional and appropriate assessments as an interdisciplinary team member
6.7 Writes IEP's/IFSP's/transition plans with the team

6.8	Articulates children's goals to assistants, staff and volunteers
6.9	Uses adult learning principles in training and supervision of assistants, staff and volunteers
6.10	Assesses the professional growth needs of assistants, staff and volunteers in a culturally sensitive manner; identifies professional development needs of assistants, staff and volunteers
6.11	Evaluates and provides feedback on performance of assistants, staff and volunteers
6.12	Demonstrates knowledge of recommended practice and research in interdisciplinary collaboration and consultation
Standard 6 (considerations for professional growth plan)	

Standard 7: Engages in Professional Development	
7.1	Self evaluates to identify needs for instructional improvement (articulates strengths and priorities for growth)
7.2	Develops/reviews/articulates a professional growth plan congruent with the school/district plan to expand his/her teaching repertoire of best instructional practices
7.3	Engages in relevant professional development activities and follows through with implementation in the classroom (evidence of increased capacity to facilitate child learning)
7.4	Collaborates with colleagues on instructional strategies, materials, and information; critically reviews and applies research and recommended practices in the program; participates in professional organizations
7.5	Strives to improve instruction on a consistent basis (models life-long learning behaviors)
7.6	Expands personal knowledge of child development, interdisciplinary practice and family centered service

7.7 Upholds and models Kentucky's School Personnel Code of Ethics
7.8 Maintains appropriate confidentiality regarding students' behaviors and performances
7.9 Communicates distinctly and clearly through correct grammar and pronunciation
7.10 Adheres to safe work practices to lower the risk of potential injuries to self and others
Standard 7 (considerations for professional growth plan)

Standard 8: Supports Families
8.1 Assists families in articulating priorities, concerns, and resources
8.2 Demonstrates sensitivity to family differences
8.3 Implements family-centered services which support child development
8.4 Informs families of legal rights and program procedures
8.5 Implements a continuum of family-oriented services; demonstrates knowledge of recommended practice and research in family systems theory and family centered services
8.6 Applies adult learning principles to parent education activities
8.7 Uses varied two-way communication strategies
Standard 8 (considerations for professional growth plan)

Standard 9: Demonstrates Technology Implementation and Integration	
9.1	Demonstrates technical skills and knowledge required to install, use, and maintain a variety of software and peripherals (connect printers, scanners, projection devices, digital cameras, external monitors, and handles routine support needs of equipment)
9.2	Engages in relevant professional development opportunities based on identified needs in technological skills and follows through with implementation in classroom and/or professional activities (evidence of increased capacity to facilitate student learning, attends trainings, and reflects on future needs, utilizes new skills with students, parents, peers)
9.3	Applies technological skills to enhance professional activities and productivity(uses word processing, creates data bases, maintains confidentiality of student information communicated through e-mail, conducts Internet searches for professional information, creates multi-media presentations using scanners, digital cameras, Power Point, Internet, utilizes e-mail appropriately)
9.4	Plans and implements instruction utilizing technology (uses appropriate assistive and adaptive devices for students with special needs, applies research-based instructional practices for technology integration, uses technology to support multiple intelligences in instruction and multiple assessments of learning, provides equitable use of technology)
9.5	Designs lessons that allow students to facilitate individual and group learning through technology integration in instruction (authentic technology-generated student products, distance learning, Internet research)
Standard 9 (considerations for professional growth plan)	

**SUMMATIVE CONFERCING FORM
FOR
TEACHERS**

**Analyses of Performance and Links to Individual Professional Growth Plan
and Summative Evaluation**

Evaluatee _____ Content Area _____ Grade (s) _____
 Evaluator _____ Position _____
 Date of Conference _____ School _____

Standards/Performance Criteria	Performance/Products Ratings		
	*More than (1) rating can be checked		
1: Designs/Organizes; Implements Curriculum/Plans Instruction	Meets	Growth Needed	Does Not Meet
1.1 Designs developmentally appropriate learning experiences			
1.2 Makes provisions for special needs			
1.3 Plans for safe, healthy environment			
1.4 Bases curriculum and instruction on developmental Needs and District Exit Standards			
1.5 Facilitates positive guidance/self-regulation of the child			
1.6 Links learning with cultural, social and family diversity			
1.7 Incorporates multiple disciplines and service plans			
1.8 Incorporates family resources, priorities and concerns			
1.9 Relates current learning to transition plans			
1.10 Uses technology to enhance learning and participation			
1.11 Selects developmentally and individually appropriate strategies/resources			
1.12 Provides a stimulus-rich indoor/outdoor environment			
1.13 Identifies resources to accomplish management tasks			
1.14 Demonstrates knowledge of child development theory/research			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
2: Creates Climate/Environment			
2.1 Facilitates active involvement in a variety learning activities			
2.2 Facilitates acquisition/integration of skills/concepts			
2.3 Provides guidance/positive feedback on progress			
2.4 Provides a stimulus-rich indoor/outdoor environment			
2.5 Uses technology to enhance learning			
2.6 Manages antecedent/consequent conditions to foster self-management			
2.1 Uses cooperative learning to encourage interpersonal Skills			
2.8 Adapts environment to address special needs			
2.9 Facilitates positive interaction between children and adults			
2.10 Uses environment to engage children/maximize learning			
2.11 Recognizes diversity as a strength			
2.12 Operates within legal and ethical guidelines and performs duties consistent with community goals and school/district policies and procedures.			
2.13 Demonstrates knowledge of recommended practices			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings		
	*More than (1) rating can be checked		
3 Manages/Implements Instruction	Meets	Growth Needed	Does Not Meet
3.1 Facilitates active involvement in a variety of activities			
3.2 Incorporates multiple disciplines and service plans			
3.3 Facilitates acquisition of skills/ concepts			
3.4 Implements child-oriented strategies to meet individual needs			
3.5 Incorporates family-centered activities			
3.6 Links learning to the child's experiences			
3.7 Provides guidance on progress			
3.8 Uses pedagogically sound instructional practices			
3.7 Uses adaptations to involve children in multi-ability groups			
3.10 Uses technology materials to enhance learning			
3.11 Manages antecedent/consequent condition to foster self management behaviors			
3.12 Facilitates positive interactions between children and adults			
3.13 Uses physical, social and temporal environment to engage children and maximize learning			
3.14 Identifies options/resources for transition to next class			
3.15 Identifies the goal of the management task			
3.16 Uses problem solving to address management problems			
3.17 Establishes appropriate timelines for completing management tasks			
3.18 Demonstrates knowledge of recommended practices and research in instructional strategies			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings		
	*More than (1) rating can be checked		
4: Assesses Learning	Meets	Growth Needed	Does Not Meet
4.1 Uses multiple assessment methods, adapts for special needs			
4.2 Uses assessment tools/procedures according to standards			
4.3 Actively involves families in the assessment process			
4.4 Collects data systematically and records progress			
4.5 Organizes assessment data, communicates results			
4.6 Identifies options and resources for transition			
4.7 Evaluates development/learning in a culturally sensitive manner			
4.8 Applies state/national guidelines/mandates in evaluation			
4.9 Demonstrates knowledge of recommended practices/research in the assessment process			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
5: Reflects on/Evaluates Program			
5.1 Articulates/assesses learning situation using key elements			
5.2 Applies professional guidelines/mandates in program evaluation			
5.3 Evaluates impact of the program on child development			
5.4 Identifies professional development needs of assistants, staff and volunteers			
5.5 Critically reviews/applies research and recommended practices in the program			
5.6 Involves families and others in evaluation of program			
5.7 Proposes changes to improve learning/development			
5.8 Demonstrates knowledge of recommended practices/research in program evaluation			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
6: Collaborates with Others			
6.1 Uses effective team membership/interpersonal skills to support collaboration			
6.2 Involves parents as partners on the team			
6.3 Involves appropriate persons/agencies to address situation/problem/task; encourages contributions from a variety of sources and backgrounds			
6.4 Follows through on input from other members of team			
6.5 Collaborates with families/personnel to support child transition			
6.6 Makes appropriate referrals; provides functional and appropriate assessments as a team member			
6.7 Writes IEP's/IFSP's/transition plans with team			
6.8 Articulates children's goals to assistants, staff, volunteers			
6.9 Uses adult learning principles in training/supervision of assistants, staff and volunteers			
6.10 Assesses the professional growth needs of assistants, staff and volunteers in a culturally sensitive manner; identifies professional development needs of this group			
6.11 Evaluates and provides feedback on performance to assistants, staff and volunteers			
6.12 Demonstrates knowledge of recommended practice/research in interdisciplinary collaboration and consultation			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
7: Engages in Professional Development			
7.1 Self evaluates to identify needs for instructional improvement			
7.2 Develops a growth plan congruent with school plan to expand best instructional practices repertoire			
7.3 Engages in relevant professional development and follows through with implementation in the classroom			
7.4 Collaborates with colleagues on instructional strategies, materials and information; critically reviews and applies research/recommended practices in program; participates in professional organizations			
7.5 Strives to improve instruction on a consistent basis			
7.6 Expands personal knowledge of child development, interdisciplinary practice and family centered service			
7.7 Upholds and models Kentucky's School Personnel Code of Ethics			
7.8 Maintains confidentiality related to students' behaviors and performances			
7.9 Communicates distinctly and clearly through correct grammar and pronunciation			
7.10 Adheres to safe work practices to lower the risk of potential injuries to self and others			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
8: Supports Families			
8.1 Assists families in articulating priorities, concerns, resources			
8.2 Demonstrates sensitivity to family differences			
8.3 Implements family-centered services which support child development			
8.4 Informs families of legal rights and program procedures			
8.5 Implements a continuum of family-oriented services; demonstrates knowledge of recommended practice/research in family systems theory and family centered services			
8.6 Applies adult learning principles to parent education activities			
8.7 Uses varied two-way communication strategies			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings		
	*More than (1) rating can be checked		
9: Demonstrates Technology Implementation and Integration	Meets	Growth Needed	Does Not Meet
9.1 Demonstrates technical skills			
9.2 Engages in professional development			
9.3 Applies technological skills in professional activities			
9.4 Plans and implements instruction utilizing technology			
9.5 Designs lessons with technology integration			
Overall rating for Summative Evaluation			

SUMMATIVE EVALUATION FOR TEACHERS

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

Evaluatee _____ Position _____
 Evaluator _____ Position _____

School/Work Site _____

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

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

Ratings:

<u>Teacher Standards:</u>	<u>Meets</u>	<u>*Does Not Meet</u>
1. Designs/Organizes	_____	_____
2. Creates Climate/Environment	_____	_____
3. Manages/Implements Instruction	_____	_____
4. Assesses Learning	_____	_____
5. Reflects on/Evaluates Program	_____	_____
6. Collaborates with Colleagues/others	_____	_____
7. Engages in Professional Development	_____	_____
8. Supports Families	_____	_____
9. Technology Implementation/Integration	_____	_____
OVERALL RATING	_____	_____

Individual professional growth plan reflects a desire/need to include the standard(s) checked below:

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

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

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

Signature Date

Evaluator: _____

Signature Date

Opportunities for appeal processes at both the local and state levels are a part of Oldham County School's district evaluation plan. Appeals must be made within the time frames mandated in the district plan.

**Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan for a teacher who is re-employed.*

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATIONS 5030.025 – F**

ADMINISTRATOR STANDARDS for Performance Evaluation for Director of Instruction

Standard 1 *Visionary Leader*

Facilitates the development, articulation, and implementation of the district's "2020 Vision"

Standard 2 *Instructional Leader*

Promotes the school culture and instructional program that ensures student learning and professional growth of staff

Standard 3 *Organizational Manager*

Manages the organization, operations, and resources for a safe, efficient, and effective learning environment conducive to student learning

Standard 4 *Collaborative Leader*

Collaborates with families, pccrs, and community members, responds to diverse community interests and needs, and mobilizes community resources

Standard 5 *Ethical Leader*

Promotes the success of all students by acting with integrity, with fairness, and in an ethical manner

Standard 6 *Systemic Leader*

Facilitates processes and engages in activities demonstrating knowledge and understanding of the interdependence of the school, the district, and the school community; and demonstrates an understanding of how the political, social, cultural, and economic systems impact schools

Standard 7 *Technological Leader*

Demonstrates and models the competencies and skills identified in the district technology standard and facilitates professional growth of staff in the district technology standard

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION 5030.025 - F**

DATA COLLECTION SUMMARY

Administrators

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

Observee _____ Position _____

Observer _____ Position _____

Observation Information:

Date _____ School Name _____

Time _____ District _____

OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION 5030.025 - F

Standard 1

A member of the Department of Instruction (DOI) will facilitate the development, articulation, implementation, and stewardship of the district's 2020 Vision.

Demonstrators/Indicators

<p>1.1 Assists schools in developing and implementing Comprehensive Improvement plans that reflect the district <i>2020 Vision</i>.</p> <ul style="list-style-type: none">• Attends school Comprehensive Improvement Planning meetings• Assists schools in conducting needs assessment• Assists schools in developing/revising of Comprehensive Improvement Plan components• Develops materials to assist schools with meeting goals and with implementation of the Comprehensive Improvement Plan
<p>1.2 Reflects on personal assumptions, beliefs and practices as they relate to the district's <i>2020 Vision</i> and demonstrates professional growth.</p> <ul style="list-style-type: none">• Develops Mid-year and End-of-Year reflections on Individual Professional Growth Plan.
<p>1.3 Effectively communicates vision of the district and assists schools in communicating the vision of the school to staff, students, parents and community in a variety of ways.</p> <ul style="list-style-type: none">• Communicates through email and pony• Provides professional development• Presents at open houses• Conducts parent meetings• Drafts superintendent's column• Participates in the development and implementation of the District Comprehensive Improvement Plan and District Strategic Plan
<p>1.4 Assists schools in development, implementation, and/or revision of a school mission statement that guides the Comprehensive Improvement Plan - matching the district <i>2020 Vision</i>.</p> <ul style="list-style-type: none">• Provides facilitation
<p>1.5 Provides guidance to schools in allocating resources and funding which supports the district <i>2020 Vision</i>.</p> <ul style="list-style-type: none">• Consults with principal and/or committee
<p>1.6 Assists schools in seeking input from the community in various ways to develop the school vision.</p> <ul style="list-style-type: none">• Provides facilitation• Serves on district taskforce

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION 5030.025 - F**

Standard 2

A member of the Department of Instruction (DOI) will promote the school culture and instructional program which ensures student learning and professional growth.

Demonstrators/Indicators

2.1 Assists schools in assessing school culture and climate on a regular basis to ensure high expectations for students and staff performance.

- Conducts walk-thru's
- Conducts culture audit

2.2 Provides and/or offers guidance to schools in securing professional development that focuses on student learning consistent with school-district vision/goals.

- Assists with PD plan (sign-in sheets/products)
- Assists with teacher observation/evaluations
- Provides agendas and PD materials
- Provides PD for schools consistent with their Consolidated Plan
- Provides PD for schools that models the National Staff Development Council (NSDC) Standards for PD

2.3 Facilitates the design, implementation, evaluation, and refinement of research-based curricular, co-curricular, and extra-curricular programs.

- Assists in the development of SBUS
- Assists with action research opportunities
- Assists school committees, departments, and/or teams

2.4 Assists schools in utilizing multiple sources of information to evaluate staff performance and student learning/achievement.

- Analyzes assessment results
- Conducts walk-thru's
- Analyzes grade distributions, progress report information
- Analyzes student products
- Analyzes unit plans
- Conducts classroom observations

2.5 Assists school administrators in monitoring and implementing the evaluation process according to district policy.

- Assists with data collection
- Assists with observations
- Assists with development of Individual Professional Growth Plans
- Functions as assistance team member for Individual Corrective Action Plan (ICAP)

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION 5030.025 - F**

Standard 3

A member of the Department of Instruction (DOI) will ensure management of the organization, operations, and resources for a safe, efficient and effective learning environment as measured by student achievement

<p>3.1 Assists schools in collecting and accurately analyzing school data that indicates a safe, efficient, and effective learning environment.</p> <ul style="list-style-type: none">• Analyzes ESS plan• Analyzes Effective Schools Survey results• Assist with Performance Evaluations• Analyzes assessment results• Analyzes budgetary items• Analyzes Consolidated Plan Impact and Implementation report
<p>3.2 Assists administrators in effectively working with school councils to identify and overcome challenges specific to community/school (use of conflict resolution skills, group processing and communication skills).</p> <ul style="list-style-type: none">• Provides consultation/facilitation• Provides information/research as needed
<p>3.3 Assists administrators in creative and efficient use of resources (time, human, financial, facility) to create an effective and safe learning environment that facilitates implementation of school consolidated plans.</p> <ul style="list-style-type: none">• Provides consultation/facilitation
<p>3.4 Assists administrators in managing organization so that district policies and state/federal laws are followed.</p> <ul style="list-style-type: none">• Provides consultation/facilitation• Provides assistance with Performance Evaluation of staff at all levels through direct involvement

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION 5030.025 - F**

Standard 4

A member of the Department of Instruction (DOI) will assist schools in collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Demonstrators/Indicators

4.1 Assists schools with involvement and collaboration with the community and community leaders. <ul style="list-style-type: none">• Assists schools in developing/revising of CP components• Participates in community and school activities• Assists schools in the development of the school report card
4.2 Assists schools with securing community resources and partnerships.
4.3 Assists schools with developing and maintaining effective media relationships. <ul style="list-style-type: none">• Provides input on materials proposed for publication (school report card)
4.4 Assists schools with recognizing and valuing diversity with equitable treatment of all community stakeholders.

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION 5030.025 - F**

Standard 5

A member of the Department of Instruction (DOI) will promote the success of all schools by acting with integrity, with fairness in an ethical manner.

Demonstrators/Indicators

<p>5.1 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.</p> <ul style="list-style-type: none">• Develops Individual Professional Growth Plan• Publishes in professional journals• Models life-long learning through continuing education and professional development
<p>5.2 Promotes public scrutiny of the district.</p> <ul style="list-style-type: none">• Drafts superintendent's column• Contributes to <u>What's Happening in Oldham County</u>• Communicates through telephone calls, email, and written correspondence
<p>5.3 Treats people with dignity and respect in a fair and equitable manner.</p> <ul style="list-style-type: none">• Communicates through professional correspondence• Provides feedback to administrators and staff• Facilitates meetings
<p>5.4 Applies laws, policies and procedures fairly, wisely, and considerately.</p> <ul style="list-style-type: none">• Assists with faculty meetings (agenda/minutes)• Adheres to Administrative Code• Reviews Gifted and Talented/ILP's• Monitors Title I Program• Follows Child Protective Services guidelines• Reviews Special Education/IEP's• Monitors ESL Program• Assists Personnel Evaluation process
<p>5.5 Demonstrates appreciation for and sensitivity to the diversity in the school community.</p> <ul style="list-style-type: none">• Provides leadership in the district• Provides facilitation and consultation• Attends committee meetings and activities by examining and considering the prevailing values of the diverse school community
<p>5.6 Demonstrates a personal and professional Code of Ethics, follows school/district policies and procedures, and performs responsibilities related to the assignment including attendance and punctuality.</p> <ul style="list-style-type: none">• Adheres to Code of Ethics/Administrative Code• Serves as a role model
<p>5.7 Adheres to safe work practices to lower the risk of potential injuries to self and others</p>

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION 5030.025 - F**

Standard 6

A member of the Department of Instruction (DOI) is an educational leader who understands, responds to and influences the school community to promote the success of all students, schools and the district.

Demonstrators/Indicators

6.1 Participates with community groups.

- Attends meetings
- Speaks at meetings
- Supports community endeavors (Red Cross Drive, Cancer Walk, PTA, Rotary Club, Booster Club, Oldham County Day)
- Works with Community Council
- Assists the Oldham County Educational Foundation
- Provides parent workshops
- Communicates with community groups

6.2 Follows Board policy, laws and regulations.

- Serves as role model

OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION 5030.025 - F

Standard 7

A district administrator uses technology to support the district's instructional program; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research/solve problems.

Demonstrators/Indicators

- | |
|---|
| 7.1 Operates a multimedia computer and peripherals to use a variety of software (word processing, spreadsheets, electronic mail and the Internet) and use other emerging technologies to enhance professional productivity and support instruction. <ul style="list-style-type: none">• Accesses Internet• Develops spreadsheets (budgets/data analysis)• Develops data bases• Uses word-processing• Develops and delivers PowerPoint presentations |
| 7.2 Uses terminology related to computers and technology appropriately in written and verbal communication. |
| 7.3 Follows Board policy, laws and regulations in the use of computers and technology in both professional and personal activities. |
| 7.4 Facilitates the lifelong learning of self and others through the use of technology (e.g., professional growth plans, training provisions, attendance at technology training). |
| 7.5 Demonstrates knowledge of the use of technology in business, industry, and society (e.g., Power Point presentations, budget spreadsheets, use of email). |
| 7.6 Ensures appropriate research-based instructional practices related to the integration of technology are included in schools' instructional programs (e.g., classroom observations, walk-thru's, professional growth plans). |

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATIONS 5030.023 - F
DATA COLLECTION SUMMARY
Guidance Counselors**

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

Evaluated _____ Position _____

Evaluator _____ Position _____

Observation Information:

Date _____ Activity Observed: _____

Time _____ Product Critiqued: _____

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

STANDARDS/PERFORMANCE CRITERIA

Standard 1: Program Management, Research and Evaluation	
1.1 Defines needs and priorities	1.4 Organizes personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans
1.2 Determines objectives	1.5 Evaluates the program to assure its contribution to the school's mission and goals
1.3 Communicates with the stakeholders, including school councils, about the design, importance, and effectiveness of the program	1.6 Uses information systems and technology

Standard 2: Developmental Guidance Curriculum/Services	
2.1 Assesses the developmental needs of students	2.6 Guides individuals and groups of students through the development of educational and career plans
2.2 Addresses academic expectations and school-to-work initiatives	2.7 Provides guidance of maximizing personal growth and development
2.3 Prepares students for successful transitions	2.8 Teaches the school developmental guidance curriculum
2.4 Evaluates the results of the curriculum's impact	2.9 Assists teachers in the teaching of the guidance curriculum
2.5 Modifies the curriculum as needed to continually meet the needs of students	

Standard 3: Individual/Small Group Counseling	
3.1 Provides a safe confidential setting in which students present their needs and concerns	3.6 Utilizes assessment tools, individual planning skills, and counseling to facilitate informed choices (aptitude, interest, learning styles, academic, and careers)
3.2 Promotes wellness	3.7 Intervenes in problem/conflict situations and conducts follow-up sessions
3.3 Responds to crises	3.8 Respects and nurtures the uniqueness of each individual
3.4 Communicates empathy and understanding	3.9 Mediates classroom and student conflict
3.5 Utilizes a broad range of techniques and accepted theories appropriate to school counseling	3.10 Empowers students to develop and use their resources

Standard 4: Consultation/Collaboration	
4.1 Consults with parents, faculty, staff administrators, and others to enhance their work with students	4.5 Works with teachers to provide support for students in a crisis situation
4.2 Interprets relevant information concerning the developmental needs of students	4.6 Interacts with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees
4.3 Reduces barriers to student learning through direct referred services	4.7 Facilitates successful communication between and among teachers, parents, and students
4.4 Facilitates new student integration into the school environment	4.8 Works with teachers and administrators relevant to behavior

Standard 5: Coordination	
5.1 Coordinate with school and community personnel, including school councils, to provide resources for students	5.4 Maintains cooperative working relationships with community resources
5.2 Uses an effective referral process for assisting students and others to use special programs and services	5.5 Facilitates successful transition from one level of education to the next (elementary to middle)
5.3 Identifies community agencies for referral of students	

Standard 6: Assessment	
6.1 Participates in the planning and evaluation of the district/school testing program	6.4 Uses assessment results and other sources of student data in formulating student career/graduation plans
6.2 Assesses, interprets, and communicates learning results to students, faculty, parents, and community with respect to aptitude	6.5 Coordinates student records to ensure the confidentiality of assessment data
6.3 Collaborates with staff concerning assessment of special needs students	6.6 Provides orientation sessions for faculty, students, and parents regarding the assessment program

Standard 7: Adheres to Professional Standards	
7.1 Adheres to professional codes of ethics of the American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board	7.4 Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action, identifies activities that would be in conflict with the primary role of the school counselor, and advocates for the best practices of the profession
7.2 Adheres to federal/state laws and regulations related to education and child protection	7.5 Knows the position statements of the American School Counselor Association
7.3 Participates in on-going professional development	7.6 Adheres to school/district policies, including attendance and punctuality, and performs duties consistent with school/community goals and administrative regulations.

Standard 8: Demonstrates Professional Leadership	
8.1 Builds positive relationships within and between school and community	8.7 Initiates and develops educational projects and programs
8.2 Promotes leadership potential in colleagues	8.8 Practices effective listening, conflict resolution, and group facilitation skills as a team member
8.3 Participates in professional organizations and activities	8.9 Presents programs in a manner that reflects sensitivity to a multicultural and global perspective
8.4 Writes and speaks effectively	8.10 Writes for publication, presents at conferences and provides professional development
8.5 Participates in the development of curriculum and instructional materials	8.11 Works with colleagues to administer an effective learning climate within the school
8.6 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities	8.12 Adheres to safe work practices to lower the risk of potential injuries to self and others

Standard 9: Engages in Professional Development	
9.1 Establishes priorities for professional growth	9.4 Implements knowledge and skills acquired through on-going professional development
9.2 Analyzes student performance to help identify professional development needs	9.5 Modifies own professional development plan to improve performance and to promote student learning
9.3 Solicits input from others in the creation of individual professional development needs	

**SUMMATIVE CONFERENCING FORM
FOR
GUIDANCE COUNSELORS**

**Analyses of Performance and Links to Individual Professional Growth Plan
and Summative Evaluation**

Evaluatee _____

Evaluator _____

Position _____

Date of Conference _____

School _____

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
1: Program Management, Research and Evaluation			
1.1 Defines needs and priorities			
1.2 Determines objectives			
1.3 Communicates with the stakeholders about design, importance, and effectiveness of the program			
1.4 Organizes to accomplish objectives in school plans			
1.5 Evaluates the program in relation to the school's mission and goals			
1.6 Uses information systems and technology			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
2: Developmental Guidance Curriculum Services			
2.1 Assesses the developmental needs of students			
2.2 Addresses academic and school – to – work initiatives			
2.3 Prepares students for successful transitions			
2.4 Evaluates the results of the curriculum's impact			
2.5 Modifies the curriculum to meet students' needs			
2.6 Guides students through the development of educational and career plans			
2.7 Provides guidance for personal growth and development			
2.8 Teaches the school developmental guidance curriculum			
2.9 Assists teachers in the teaching of guidance curriculum			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
3: Individual/Small Group Counseling			
3.1 Provides safe confidential setting in which students present their needs and concerns			
3.2 Promotes wellness			
3.3 Responds to crises			
3.4 Communicates empathy and understanding			
3.5 Utilizes a broad range of techniques and accepted theories appropriate to school counseling			
3.6 Utilizes assessment tools, planning skills, and counseling for informed choices			
3.7 Intervenes in problem/conflict situations and conducts follow-up sessions			
3.8 Respects and nurtures the uniqueness of each individual			
3.9 Empowers students to use and develop their resources			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
4: Consultation/Collaboration			
4.1 Consults with parents, and others to enhance their work with students			
4.2 Interprets relevant information concerning the developmental needs of students			
4.3 Reduces barriers to student learning through direct referred services			
4.4 Facilitates new student integration into the school environment			
4.5 Works with teachers to provide support for students in a crisis situation			
4.6 Interacts with schools councils and other school committees			
4.7 Facilitates successful communication between teachers parents, and students			
4.8 Works with teachers and administrators relevant to behavior			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
5: Coordination			
5.1 Coordinate with school and community personnel, including school councils, to provide resources for students			
5.2 Uses an effective referral process for assisting students and others to use special programs and services			
5.3 Identifies community agencies for referral of students			
5.4 Maintains cooperative working relationships with community resources			
5.5 Facilitates successful transition from one level of education to the next (ex. elementary to middle)			
Overall rating for Summative Evaluation			
Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
6: Assessment	Meets	Growth Needed	Does Not Meet
6.1 Participates in the planning and evaluation of the district/school testing program			
6.2 Assesses, interprets, and communicates learning results to students, faculty, parents, and others with respect to aptitude			
6.3 Collaborates with staff concerning assessment of special needs students			
6.4 Uses assessment results and other sources of student data in formulating student career/graduation plans			
6.5 Coordinates student records to ensure the confidentiality of assessment data			
6.6 Provides orientation sessions for faculty, students, and parents regarding the assessment program			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
7: Professional Standards			
7.1 Adheres to professional code of ethics of Standards Boards			
7.2 Adheres to federal/state laws related to special education and child protection			
7.3 Participates in on-going PD			
7.4 Behaves so that he/she is distinguished from professionals administering disciplinary action			
7.5 Knows the position statements of the American School Counselor Association			
7.6 Adheres to school/district policies			
Overall rating for Summative Evaluation			
Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
8: Professional Leadership			
8.1 Builds relationship between school and community			
8.2 Promotes leadership in colleagues			
8.3 Participates in professional organizations/activities			
8.4 Writes and speaks effectively			
8.5 Participates in development of curriculum and instructional materials			
8.6 Participates in policy design			
8.7 Initiates/develops educational projects/programs			
8.8 Practices effective listening, conflict resolution, and group facilitation skills as a team member			
8.9 Presents programs with sensitivity. .			
8.10 Writes for publication, presents at conferences, provides PD			
8.11 Works with colleagues to administer an effective learning climate			
8.12 Adheres to safe work practices to lower the risk of potential injuries to self and others			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings		
	*More than (1) rating can be checked		
9: Engages in Professional Development	Meets	Growth Needed	Does Not Meet
9.1 Establishes priorities for professional growth			
9.2 Analyzes student performance to help identify professional development needs			
9.3 Solicits input in creation or professional growth plan			
9.4 Implements skills acquired through on-going professional development			
9.5 Modifies pd plan to promote student learning			
Overall rating for Summative Evaluation			

**SUMMATIVE EVALUATION
FOR
GUIDANCE COUNSELORS**

This summarizes all evaluation data including formative data, products and performances, professional development activities, work samples, reports developed, longitudinal assessment data, conferences, and other documentation.

Evaluatee _____ Position _____
Evaluator _____ Position _____

School/Work Site _____
Date(s) of Observation(s) 1st _____ 2nd _____

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

<u>Guidance Counselor Standards:</u>	<u>Ratings:</u>	
	<u>Meets</u>	<u>*Does Not Meet</u>
1. Program Management/Evaluation	_____	_____
2. Guidance/Curriculum Services	_____	_____
3. Individual/Group Counseling	_____	_____
4. Consultation/Collaboration	_____	_____
5. Coordination	_____	_____
6. Assessment	_____	_____
7. Adheres to Professional Standards	_____	_____
8. Demonstrates Professional Leadership	_____	_____
9. Engages in Professional Development	_____	_____
OVERALL RATING	_____	_____

Individual professional growth plan reflects a desire/need to include the standard(s) checked below:
1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

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

Signature Date

Evaluator: _____
Signature Date

Opportunities for appeal processes at both the local and state levels are a part of Oldham County School District evaluation plan. Appeals must be made within the time frames mandated in the district plan.

*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan for guidance counselors who are re-employed.

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION - 5030.0213 - F**

**DATA COLLECTION SUMMARY
Instructional Coordinator Standards
*Formative Stage***

These forms are used as documentation to verify that identified indicators for each standard have been evidenced by the evaluator. Information noted should be gathered from specific behaviors and products, such as observations, evaluatee's work samples, and student results (products, assessments, longitudinal data, etc.).

Evaluatee _____ Evaluator _____
Beginning Date _____ Ending Date _____

Standard 1: Assists with Implementing Curriculum/Planning Instruction	
1.1	Identifies targeted exit standard demonstrators in lesson/unit
1.2	Matches activities/learning experiences to exit standard demonstrators
1.3	Selects appropriate materials/media/technologies for lesson presentation
1.4	Selects and includes student activities that address various student learning styles/intelligences/skills, and are developmentally appropriate
1.5	Plans activities to make effective use of class/instructional time
1.6	Incorporates performance-based assessments in culminating events for units of study (open response questions, performance tasks, math portfolio entries, writing suitable for portfolio inclusion, etc.)
1.7	Identifies and utilizes school and community resources
1.8	Designs instructional units and student activities that integrate reading, writing, and oral communication strategies
1.9	Designs or uses projects, manipulatives, technology and simulations to provide "real-life" experiences

1.10 Formulates academically-relevant and essential questions

Standard 1 (considerations for professional growth plan)

Standard 2: Facilitates Instructional Practices

2.1 Helps teachers make meaningful connections between prior practices and best instructional practices

2.2 Communicates/displays specific exit standards demonstrators and desired results (high expectations)

2.3 Models appropriate uses of technology

2.4 Provides multiple perspectives and differing viewpoints when applicable

2.5 Makes efficient use of physical and human resources and time

2.6 Facilitates appropriate questioning techniques

2.7 Provides examples and practices and models processes to be used in instruction

2.8 Models multiple teaching/learning strategies and opportunities for individual and cooperative learning experiences

2.9 Assists teachers with involving all students in learning opportunities (e.g., addresses multiple intelligences and diverse learning styles)

2.10 Identifies misconceptions, provides guidance, and offers continuous feedback on progress toward outcomes and expectations

2.11 Brings closure to unit/activity that reinforces learning
2.12 Demonstrates interpersonal / team membership skills and responsible caring behavior with students in facilitating instruction
2.13 Adapts presentation to meet the professional growth needs of staff
Standard 2 (considerations for professional growth plan)

Standard 3: Assesses Learning/Instruction
3.1 Systematically analyzes student products, assessment results, and assignments regularly in order to assist with adjustments in instructional delivery (e.g., re-teaching, Opportunity to Learn standards, modifications, other)
3.2 Accurately assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program and the Commonwealth Accountability Testing System (CATS)
3.3 Models the use of use of a variety of assessments / techniques / data to evaluate student performance (e.g., open response items, performance events, portfolio entries, standardized tests, group participation, state assessments, other)
3.4 Assists staff in adjusting assessment and instructional techniques for diversities (e.g. social, physical, cultural, curricular, re-teaching strategies)
3.5 Provides opportunities for staff analysis of student products (e.g., journal, reflections, student-developed scoring guides, etc.) and clarifies what needs to be done in order to move students to the next performance level
Standard 3 (considerations for professional growth plan)

Standard 4: Reflects/Evaluates Teaching/Learning
4.1 Accurately assesses, analyzes, and communicates the effectiveness of instruction and makes appropriate changes to improve student learning

4.2	Self assesses in order to determine future professional development needs in instructional delivery
4.3	Analyzes and evaluates the effects of learning experiences on individuals and on the class as a whole through disaggregation of data (CATS, CTBS, ACT, SAT, AP exam results, portfolio analysis results, scrimmages, other) and makes appropriate changes to improve student learning
Standard 4 (considerations for professional growth plan)	

Standard 5: Collaborates with Colleagues/Parents/Students/Others	
5.1	Works with child study teams and other school services personnel to address the individual needs of students
5.2	Identifies and participates in situations when and where collaboration with others will enhance learning for students (e.g., units of study, individual education plan, focus groups, school-based decision making committees, parental involvement)
5.3	Articulates the purpose, scope and outcomes of each collaboration event (e.g., summary, next steps, responsibilities, timelines, minutes)
5.4	Demonstrates productive leadership or team membership skills that facilitate the development of mutually beneficial goals
5.5	Demonstrates tolerance to alternative perspectives, suggestions and options and encourages school, home, and community engagement
5.6	Demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds
5.7	Interacts positively and works with peers, central office staff, parents, and the school community in designing and implementing instructional projects and activities
Standard 5 (considerations for professional growth plan)	

Standard 6: Exhibits Professionalism	
6.1	Self evaluates to identify needs for instructional improvement (articulates strengths and priorities for growth) and strives to improve instruction on a consistent basis (models life - long learning behaviors)
6.2	Develops/reviews a professional growth plan congruent with the school/district plan to expand his/her teaching repertoire of best instructional practices
6.3	Engages in relevant professional development activities and follows through with implementation throughout the school (evidence of increased capacity to facilitate student learning)
6.4	Collaborates with colleagues on instructional strategies, materials, and information
6.5	Meets professional expectations and responsibilities as stipulated on the job description and performs other duties (in and out-of-class) consistent with contract/job responsibilities
6.6	Upholds and models Kentucky's School Personnel Code of Ethics (assessment, legal use of computers and technology, confidentiality with student behavior and performances, all forms of communication with students, staff, parents, and community)
6.7	Follows school/district policies and procedures including attendance, punctuality, timelines in performing professional expectations and responsibilities (follows proper channels to address issues and problems)
6.8	Communicates distinctly and clearly through correct grammar and pronunciation
Standard 6 (considerations for professional growth plan)	

Standard 7: Knowledge of Content	
7.1	Demonstrates a thorough academic knowledge of certified content areas

7.2	Connects knowledge of the certified academic areas to real life situations and relevance to the students' lives through a multicultural / global perspective
7.3	Integrates appropriate technology, manipulatives, and instructional materials in instruction of the certified content areas
7.4	Interprets and communicates the discrete skills, processes, and concepts related to the core content in the certified academic areas in order to address students' learning styles and ability levels
7.5	Develops, implements, and revises standards based units of study based on the district exit standards
7.6	Works with teachers throughout content areas on articulating, aligning, and integrating an intentional curriculum
7.7	Self assesses to determine areas for growth in content areas
7.8	Adheres to safe work practices to lower the risk of potential injuries to self and others
Standard 7 (considerations for professional growth plan)	

Standard 8: Instructional Leadership – Facilitates, guides, and supports the curriculum, instruction, and assessment	
8.1	Communicates desired results by developing shared vision and mission
8.2	Applies concepts of curriculum, research, theory and design to achieve district's exit standards relevance to the students' lives through a multicultural / global perspective
8.3	Obtains resources to carry out curricular, instructional, and extra-curricular practices

8.4 Plans strategically
8.5 Facilitates and nurtures professional growth of staff
8.6 Implements programs that promote and recognize individual differences
8.7 Successfully solves problems in accord with professional ethics
Standard 8 (considerations for professional growth plan)

Standard 9: Demonstrates Technological Knowledge and Integration of Technology	
9.1	Demonstrates technical skills and knowledge required to install, use, and maintain a variety of software and peripherals (connect printers, scanners, projection devices, digital cameras, external monitors, and handles routine support needs of equipment)
9.2	Engages in relevant professional development opportunities based on identified needs in technological skills and follows through with implementation in classroom and/or professional activities (evidence of increased capacity to facilitate student learning, attends trainings, and reflects on future needs utilizes new skills with students, parents, and peers)
9.3	Applies technological skills to enhance professional activities and productivity (uses word processing, creates data bases, maintains confidentiality of student information communicated through e-mail, conducts Internet searches for professional information, creates multi-media presentations using scanners, digital cameras, Power Point, Internet, utilizes e-mail appropriately)
9.4	Assists teachers in planning and implementing instruction utilizing technology (using appropriate assistive and adaptive devices for students with special needs, applying research-based instructional practices for technology integration, using technology to support multiple assessments of learning, providing equitable use of technology)
9.5	Helps teachers in designing lessons that allow students to facilitate individual and group learning through technology integration in instruction (authentic technology-generated student products, distance learning, Internet research)
Standard 9 (considerations for professional growth plan)	

**SUMMATIVE CONFERENCING FORM
FOR
INSTRUCTIONAL COORDINATORS**

**Analyses of Performance and Links to Individual Professional Growth Plan
and Summative Evaluation**

Evaluatee _____ Content Area _____ Grade (s) _____

Evaluator _____ Position _____

Date of Conference _____ School _____

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
1: Implements Curriculum/Plans Instruction			
1.1 Identifies targeted exit standard in lesson/unit			
1.2 Matches activities to exit standards			
1.3 Selects appropriate materials for lesson			
1.4 Includes student activities to address learning styles			
1.5 Makes effective use of classroom time			
1.6 Performance-based assessments			
1.7 Identifies and utilizes school/community resources			
1.8 Integrates reading, writing, and oral communication			
1.9 Designs and uses projects linked to real life			
1.10 Formulates essential questions			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
2: Facilitates Instructional Practices			
2.1 Helps teachers with best instructional practices			
2.2 Communicates high expectations			
2.3 Models appropriate uses of technology			
2.4 Provides multiple perspectives and viewpoints			
2.5 Makes efficient use of resources and time			
2.6 Facilitates appropriate questioning techniques			

2.7 Provides examples and models processes			
2.8 Models multiple teaching/learning strategies			
2.9 Assists teachers with involving all students in learning			
2.10 Identifies misconceptions and offers feedback			
2.11 Brings closure to unit/activity			
2.12 Demonstrates interpersonal/team membership skills			
2.13 Adapts presentation to meet growth needs of staff			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
3: Assesses Learning/Instruction			
3.1 Analyzes student products to assist with adjustments			
3.2 Assesses student performance using the CATS criteria			
3.3 Models the use of a variety of assessments			
3.4 Assists staff in adjusting assessment for diversities			
3.5 Provides opportunities for staff analysis of products			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
4: Reflects/Evaluates Teaching/Learning			
4.1 Accurately assesses, analyzes, and communicates the effectiveness of instruction			
4.2 Self assesses for future professional development needs			
4.3 Analyzes learning through data dissaggregation			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
5: Collaborates with Colleagues / Parents / Students / and Others			
5.1 Works with child study teams			
5.2 Participates in situations where collaboration enhances learning			
5.3 Articulates the purpose of each collaborative event			
5.4 Demonstrates productive leadership in facilitating the development of mutually beneficial goals			
5.5 Demonstrates tolerance to alternative perspectives			

5.6	Demonstrates sensitivity to differences			
5.7	Interacts positively with peers			
Overall rating for Summative Evaluation				

Standards/Performance Criteria		Performance/Products Ratings *More than (1) rating can be checked		
		Meets	Growth Needed	Does Not Meet
6: Exhibits Professionalism				
6.1	Self evaluates to identify needs for instructional improvement			
6.2	Develops a professional growth plan			
6.3	Engages in relevant professional development			
6.4	Collaborates with colleagues on instructional strategies			
6.5	Meets professional responsibilities			
6.6	Upholds and models Kentucky's School Personnel Code of Ethics			
6.7	Follows school/district policies and procedures			
6.8	Communicates distinctly and clearly			
Overall rating for Summative Evaluation				

Standards/Performance Criteria		Performance/Products Ratings *More than (1) rating can be checked		
		Meets	Growth Needed	Does Not Meet
7: Knowledge of Content				
7.1	Demonstrates a thorough academic knowledge of certified content areas			
7.2	Connects knowledge of the certified academic areas to real life situations			
7.3	Integrates appropriate technology, manipulatives, and instructional materials in instruction			
7.4	Interprets and communicates concepts in order to address students' learning styles and ability levels			
7.5	Develops, implements, and revises standards based units of study based on the district exit standards			
7.6	Works with teachers on articulating, aligning, and integrating an intentional curriculum			
7.7	Self assesses to determine areas for growth in content areas			
7.8	Adheres to safe work practices to lower the risk of potential injuries to self and others			
Overall rating for Summative Evaluation				

Standards/Performance Criteria		Performance/Products Ratings *More than (1) rating can be checked		
		Meets	Growth Needed	Does Not Meet
8: Instructional Leadership – Facilitates, guides, and supports curriculum, instruction, and assessment				
8.1	Communicates desired results through shared vision			
8.2	Applies concepts of curriculum and design to achieve district's Exit Standards			

8.3	Obtains resources to carry out instruction			
8.4	Plans strategically			
8.5	Facilitates professional growth of staff			
8.6	Implements programs that recognize diversity			
8.7	Successfully solves problems in accord with professional ethics			
Overall rating for Summative Evaluation				

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
9: Demonstrates Implementation of Technology Integration			
9.1 Demonstrates technical skills			
9.2 Engages in professional development in technology			
9.3 Applies technological skills			
9.4 Assists teachers in utilizing technology in instruction			
9.5 Assists teachers in allowing students to use technology as a tool for learning			
Overall rating for Summative Evaluation			

**OLDHAM COUNTY BOARD OF EDUCATION
 ADMINISTRATIVE REGULATIONS 5030.0210 – F**

**DATA COLLECTION SUMMARY
 Experienced Teacher Standards for Academic Coordinator
 Formative Stage**

These forms are used as documentation to verify that identified indicators for each standard have been evidenced by the evaluator. Information noted should be gathered from specific behaviors and products, such as observations, evaluatee’s work samples, and student results (products, assessments, longitudinal data, etc.).

Evaluatee _____ Content Area/Grade(s) _____

Evaluator _____ Position _____

Beginning Date _____ Ending Date _____

Standard 1: Implements Curriculum/Plans Instruction
1.1 Selects appropriate materials/media/technologies for lesson presentation (as it relates to Gifted and Talented students)
1.2 Includes student activities that address various student learning styles/intelligences/skills (Gifted and Talented Coordinator – AP Analysis)
1.3 Selects activities that are developmentally appropriate, academically challenging, and require higher order thinking skills (Gifted and Talented Coordinator)
1.4 Plans activities to make effective use of class/instructional time (Gifted and Talented Coordinator)
1.5 Identifies and utilizes school and community resources (Business First, ACCESS, Gifted and Talented Coordinator)
1.6 Involves students, when appropriate, in designing student activities (Gifted and Talented Coordinator)
1.7 Designs instructional activities and topics of interest to students (Gifted and Talented Coordinator)

1.8 Designs or uses projects, technology and simulations to provide “real-life” experiences (ACT Prep, Gifted and Talented Coordinator, PLAN)
1.9 Provides for learning experiences that parallel what students are ready to learn and do (Gifted and Talented Coordinator)
Standard 1 (considerations for professional growth plan)

Standard 2: Organizes Learning Environment
2.1 Motivates, encourages and supports individual and group inquiry (Gifted and Talented Coordinator)
2.2 Maintains consistent sensitivity to individual academic, physical, social, and cultural differences and responds to all students in a caring manner (Gifted and Talented Coordinator)
2.3 Shows flexibility and modifies instructional procedures as the situation demands
2.4 Interacts positively with students, colleagues, parents, and community members
Standard 2 (considerations for professional growth plan)

Standard 3: Presents Instruction/Guides Learning (Gifted and Talented Coordinator)
3.1 Connects student activities/lesson objectives to “real-life” applications (prior knowledge experience, student aspirations for future roles, and family and cultural backgrounds)
3.2 Integrates creative and appropriate uses of instructional materials, media, equipment, and technologies to maximize learning opportunities
3.3 Provides multiple perspectives and differing viewpoints when applicable
3.4 Makes efficient use of physical and human resources and time

<p>3.5 Uses appropriate questioning techniques (e.g., wait time, selects students to answer questions equitably, other), in developing critical thinking (e.g., “how and why” evaluation, synthesis, and analysis-type questions, connections to prior learnings, other) and in formulating accurate responses (e.g., extends questions, probes for clarification, other)</p>
<p>3.6 Demonstrates and enhances subject knowledge by providing examples and illustrations of accurate, up-to-date information and practices and modeling the skills, concepts, and thinking processes to be learned</p>
<p>3.7 Identifies student misconceptions, provides guidance, and offers students continuous feedback on progress toward outcomes and expectations</p>
<p>3.8 Demonstrates interpersonal/team membership skills and responsible caring behavior with students in facilitating instruction</p>
<p>Standard 3 (considerations for professional growth plan)</p>

<p>Standard 4: Assesses Learning/Instruction</p>
<p>4.1 Provides students immediate and specific feedback on a consistent basis that is meaningful and timely</p>
<p>4.2 Systematically analyzes student products, assessment results, and assignments regularly in order to make adjustments in instructional delivery (e.g., re-teaching, Opportunity to Learn standards, modifications, other)</p>
<p>4.3 Accurately assesses student performance using the established criteria and scoring guides consistent with Kentucky’s assessment program and the Commonwealth Accountability Testing System (CATS)</p>
<p>4.4 Uses a variety of assessments/techniques/data to evaluate student performances (e.g., open response items, performance events, portfolio entries, standardized tests, group participation, state assessments, other)</p>
<p>4.5 Makes adjustments in assessment and instructional techniques for diversities (e.g., curricular, ACT Prep, Gifted and Talented Coordinator)</p>
<p>Standard 4 (considerations for professional growth plan)</p>

Standard 5: Reflects/Evaluates Teaching/Learning
5.1 Analyzes and evaluates the effects of learning experiences on individuals and on the class as a whole through disaggregation of data (CATS, CTBS, ACT, SAT, AP exam results, portfolio analysis results, scrimmages, other) and makes reports through graphs, charts, etc
Standard 5 (considerations for professional growth plan)

Standard 6: Collaborates with Colleagues/Parents/Students/Others
6.1 Works with child study teams and other school services personnel to address the individual needs of students
6.2 Identifies and participates in situations when and where collaboration with others will enhance learning for students (e.g., units of study, individual education plan, focus groups, school-based decision making committees, parental involvement)
6.3 Articulates the purpose, scope and outcomes of each collaboration event (e.g., summary, next steps, responsibilities, timelines, minutes)
6.4 Demonstrates productive leadership or team membership skills that facilitate the development of mutually beneficial goals
6.5 Demonstrates tolerance to alternative perspectives, suggestions and options and encourages school, home, and community engagement
6.6 Demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds
6.7 Works with peers, parents, and the school community in designing and implementing instructional projects and activities
Standard 6 (considerations for professional growth plan)

Standard 7: Exhibits Professionalism
7.1 Self evaluates and reflects to identify needs for professional growth in knowledge of content, instructional strategies, and instructional improvement (articulates strengths and priorities for growth)

7.2 Develops/reviews a professional growth plan congruent with the school/district plan to expand his/her teaching repertoire of best instructional practices
7.3 Engages in relevant professional development activities and follows through with implementation in the classroom (evidence of increased capacity to facilitate student learning)
7.4 Strives to improve instruction on a consistent basis (models life-long learning behaviors)
7.5 Upholds and models Kentucky's School Personnel Code of Ethics
7.6 Maintains appropriate confidentiality regarding students' behaviors and performances
7.7 Communicates distinctly and clearly through correct grammar and pronunciation
7.8 Adheres to safe work practices to lower the risk of potential injuries to self and others
Standard 7 (considerations for professional growth plan)

Standard 8: Performs Job Expectations/Responsibilities
8.1 Meets professional expectations and responsibilities as stipulated on the job description
8.2 Follows proper channels to address issues and problems
8.3 Follows school/district policies and procedures including attendance, punctuality, and timelines in performing professional expectations and responsibilities
Standard 8 (considerations for professional growth plan)

Standard 9: Demonstrates Technological Knowledge and Integration of Technology
9.1 Demonstrates technical skills and knowledge required to install, use, and maintain a variety of software and peripherals (connect printers, scanners, projection devises, digital cameras, external monitors, and handles routine support needs of equipment)

<p>9.2 Engages in relevant professional development opportunities based on identified needs in technological skills and follows through with implementation in classroom and/or professional activities (evidence of increased capacity to facilitate student learning, attends trainings, and reflects on future needs utilizes new skills with students, parents, and peers)</p>
<p>9.3 Applies technological skills to enhance professional activities and productivity (uses word processing, creates data bases, maintains confidentiality of student information communicated through e-mail, conducts Internet searches for professional information, creates multi-media presentations using scanners, digital cameras, Power Point, Internet, utilizes e-mail appropriately)</p>
<p>9.4 Assists teachers in planning and implementing instruction utilizing technology (using appropriate assistive and adaptive devices for students with special needs, applying research-based instructional practices for technology integration, using technology to support multiple assessments of learning, providing equitable use of technology)</p>
<p>9.5 Helps teachers in designing lessons that allow students to facilitate individual and group learning through technology integration in instruction (authentic technology-generated student products, distance learning, Internet research)</p>
<p>Standard 9 (considerations for professional growth plan)</p>

SUMMATIVE CONFERENCING FORM
FOR
ACADEMIC COORDINATOR/ EXPERIENCED TEACHER

**Analyses of Performance and Links to Individual Professional Growth Plan
 and Summative Evaluation**

Evaluatee _____ Evaluator _____

Position _____

Date of Conference _____ School _____

Standards/Performance Criteria	Performance/Products Ratings		
	*More than (1) rating can be checked		
1: Implements Curriculum/Plans Instruction	Meets	Growth Needed	Does Not Meet
1.1 Selects appropriate materials for lesson			
1.2 Includes student activities to address learning styles			
1.3 Selects activities – developmentally appropriate			
1.4 Plans activities for effective use for class time			
1.5 Utilizes school and community resources			
1.6 Involves students in designing activities			
1.7 Designs instructional activities of interest to students			
1.8 Designs and uses projects linked to “real life”			
1.9 Learning experiences parallel student readiness			
Overall rating for Summative Evaluation(Standard 1)			

Standards/Performance Criteria	Performance/Products Ratings		
	*More than (1) rating can be checked		
2: Organizes Learning Environment	Meets	Growth Needed	Does Not Meet
2.1 Motivates and supports inquiry			
2.2 Maintains sensitivity to students in a caring manner			
2.3 Shows flexibility and modifies classroom process and instructional procedures as the situation demands			
2.4 Interacts positively with students, colleagues, parents, and community members			
Overall rating for Summative Evaluation(Standard 2)			

Standards/Performance Criteria	Performance/Products Ratings		
	*More than (1) rating can be checked		
3: Presents Instruction / Guides Learning	Meets	Growth Needed	Does Not Meet
3.1 Connects lesson to "real life" applications			
3.2 Includes creative and appropriate uses of technology			
3.3 Provides multiple perspectives and differing viewpoints			
3.4 Makes efficient use of physical and human resources and time			
3.5 Uses appropriate questioning techniques			
3.6 Demonstrates / enhances subject knowledge by providing examples and practices and models processes to be learned			
3.7 Identifies student misconceptions and offers continuous feedback on progress			
3.8 Demonstrates interpersonal / team membership skills and responsible caring behavior with students in facilitating instruction			
Overall rating for Summative Evaluation(Standard 3)			

Standards/Performance Criteria	Performance/Products Ratings		
	*More than (1) rating can be checked		
4: Assesses Learning/Instruction	Meets	Growth Needed	Does Not Meet
4.1 Provides students immediate feedback			
4.2 Analyzes student products, assessment results to adjust instruction			
4.3 Accurately assesses student performance which is consistent with the state testing program			
4.4 Uses a variety of assessments to evaluate student performance			
4.5 Makes adjustments in assessment and instructional techniques for diversities			
Overall rating for Summative Evaluation(Standard 4)			

Standards/Performance Criteria	Performance/Products Ratings		
	*More than (1) rating can be checked		
5: Reflects/Evaluates Teaching/Learning	Meets	Growth Needed	Does Not Meet
5.1 Analyzes instruction through data analysis			
Overall rating for Summative Evaluation (Standard 5)			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
6: Collaborates with colleagues/Parents/Students/Others			
6.1 Works with child study teams/personnel			
6.2 Collaboration with others to enhance learning			
6.3 Articulates the purpose, scope and outcomes of collaboration event			
6.4 Demonstrates productive leadership or team membership skills			
6.5 Demonstrates tolerance to alternative perspectives			
6.6 Demonstrates sensitivity to differences			
6.7 Works with peers, parents and school community in designing and implementing instructional activities			
Overall rating for Summative Evaluation (Standard 6)			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
7: Exhibits Professionalism			
7.1 Self evaluates to identify needs for instructional improvement			
7.2 Develops a growth plan congruent with school plan to expand best instructional practices repertoire			
7.3 Engages in relevant professional development and follows through with implementation in the classroom			
7.4 Strives to improve instruction on a consistent basis			
7.5 Upholds and models Code of Ethics			
7.6 Maintains confidentiality related to students' behaviors and performances			
7.7 Communicates distinctly and clearly through correct grammar and pronunciation			
7.8 Adheres to safe work practices to lower the risk of potential injuries to self and others			
Overall rating for Summative Evaluation (Standard 7)			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
8: Performs Job Expectations/Responsibilities			
8.1 Meets professional expectations/responsibilities			
8.2 Follows proper channels to address issues and problems			
8.3 Follows school/district policies and procedures			
8.4 Performs other duties consistent with job expectations			
Overall rating for Summative Evaluation(Standard 8)			

Standards/Performance Criteria	Performance/Products Ratings		
	*More than (1) rating can be checked		
9: Demonstrates Implementation of Technology Integration	Meets	Growth Needed	Does Not Meet
9.1 Demonstrates technical skills			
9.2 Engages in professional development in technology			
9.3 Applies technological skills			
9.4 Assists teachers in utilizing technology in instruction			
9.5 Assists teachers in allowing students to use technology as a tool for learning			
Overall rating for Summative Evaluation			

SUMMATIVE EVALUATION FOR TEACHERS

Academic Coordinators

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

Evaluatee _____ Position _____
 Evaluator _____ Position _____

School/Work Site

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

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

Ratings:

Teacher Standards:

1. Implements Curriculum/Plans Instruction
2. Organizes Learning Environment
3. Presents Instruction/Guides Learning
4. Assesses Learning/Instruction
5. Reflects/Evaluates Teaching/Learning
6. Collaborates with Colleagues/others
7. Exhibits Professionalism
8. Performs Job Responsibilities
9. Demonstrates/Implements Technology

Meets

*Does Not Meet

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

OVERALL RATING _____

Individual professional growth plan reflects a desire/need to include the standard(s) checked below:

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

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

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

Signature _____ Date _____

Evaluator: _____

Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of Oldham County Public School's district evaluation plan. Appeals must be made within the time frames mandated in the district plan.

*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan for teachers who are re-employed.

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION – 5030.0214-F**

**SUMMATIVE EVALUATION
FOR LITERACY COACHES**

These forms are used as documentation to verify that identified indicators for each standard have been evidenced by the evaluator. Information noted should be gathered from specific behaviors and products, such as observations, evaluatee’s work samples, and student results (products, assessments, longitudinal data, etc.).

Evaluatee _____ Evaluator _____

Beginning Date _____ Ending Date _____

Standard 1: Assists with Implementing Curriculum/Planning Instruction	
<p>Assists staff in</p> <ul style="list-style-type: none"> • identifying targeted indicators from Curriculum Frameworks for lesson/unit • matching activities/learning experiences to Curriculum Frameworks • selecting appropriate materials, media, technologies for lesson presentation • selecting and including student activities that address various student learning styles, intelligences, skills, and are developmentally appropriate • reviewing, designing, and incorporating performance-based assessments in culminating events for units (open response questions, performance tasks, on-demand writing, writing to communicate, writing to learn, writing to demonstrate learning, multiple-choice, etc.) • reviewing and designing instructional units and student activities that integrate thinking, reading, writing, and oral communication strategies • designing or using projects, manipulatives, technology and simulations to provide “real-life” experiences • formulating academically-relevant, essential and guiding questions <p>Assists staff and plans activities to make effective use of instructional time</p> <p>Identifies and utilizes school and community resources</p>	
Standard 1 (considerations for professional growth plan)	

<p>Standard 2: Facilitates Instructional Practices</p> <p>Helps teachers make meaningful connections between prior practices and best instructional practices</p> <p>Identifies misconceptions, provides guidance, and offers continuous feedback on progress toward outcomes and expectations</p> <p>Models and provides examples of best practices to be used in instruction; demonstrates multiple teaching/learning strategies and opportunities for individual and cooperative learning experiences</p> <p>Communicates desired results (high expectations/DOK) based on District Curriculum Frameworks</p> <p>Makes efficient use of resources and time</p> <p>Demonstrates interpersonal / team membership skills and responsible caring behavior</p> <p>Assists teachers with involving all students in learning opportunities (e.g., addresses multiple intelligences, thinking strategies, and diverse learning styles)</p> <p>Adapts presentation to meet the professional growth needs of staff</p>	
<p>Standard 2 (considerations for professional growth plan)</p>	

Standard 3: Analyzes Learning/Instruction	
<p>Assists staff</p> <ul style="list-style-type: none"> • in systematically analyzing student products, assessment results, and assignments in order to assist with adjustments in instructional delivery (e.g., re-teaching, modifications, other interventions) • to accurately analyze student performance using the established criteria and scoring guides consistent with Kentucky's assessment program; supports teachers as they make appropriate changes to improve student learning • in adjusting assessment and instructional techniques for diversities (e.g. social, physical, cultural, curricular, re-teaching strategies) <p>Models the use of a variety of assessments, techniques, data to evaluate student learning (e.g., open response items, writing to communicate, writing to learn, writing to demonstrate learning, performance events, group participation, state assessments, etc.)</p> <p>Collaborates with staff in the analysis of student products (e.g., journal, reflections, student-developed scoring guides, etc.); assists in clarifying what needs to be done in order to move students to the next performance level</p>	
<p>Standard 3 (considerations for professional growth plan)</p>	

Standard 4: Assess, Reflects on, and Coaches Teaching/Learning	
<p>Assists teachers in directing instruction through analysis of student work</p> <p>Self assesses in order to determine future professional development needs in supporting teachers' instructional delivery</p>	
<p>Standard 4 (considerations for professional growth plan)</p>	

Standard 5: Collaborates with Colleagues/Parents/Students/Others	
<p>Works with individual teachers, PLC teams and other school services personnel to address the individual needs of students</p> <p>Demonstrates productive leadership or team membership skills that facilitate the development of mutually beneficial goals</p> <p>Demonstrates tolerance and sensitivity to alternative perspectives, suggestions and options; encourages school, home, and community engagement</p> <p>Interacts positively; works with peers, central office staff, parents, and the school community in designing and implementing instructional projects and activities</p>	
Standard 5 (considerations for professional growth plan)	

Standard 6: Exhibits Professionalism	
<p>Self evaluates to identify needs for improvement (articulates strengths and priorities for growth); develops or reviews a professional growth plan to expand knowledge of and skills related to coaching toward implementation of best instructional practices</p> <p>Engages in relevant professional development activities; follows through with implementation throughout the school (evidence of increased capacity to facilitate student learning)</p> <p>Meets professional expectations and responsibilities, including attendance and punctuality, as stipulated in the job description and performs other duties (in and out-of-class) consistent with contract/job Responsibilities</p> <p>Upholds and models Kentucky's School Personnel Code of Ethics (assessment, legal use of computers and technology, confidentiality with student behavior and performances, all forms of communication with students, staff, parents, and community)</p> <p>Adheres to safe work practices to lower the risk of potential injuries to self and others</p>	

Standard 6 (considerations for professional growth plan)	
Standard 7: Knowledge of Content	
<p>Demonstrates a thorough academic knowledge of literacy and the integration of literacy skills in all content areas</p> <p>Connects knowledge of literacy to real life situations and relevance to the students' lives through a multicultural / global perspective</p> <p>Interprets and communicates the discrete skills, processes, and concepts related to the core content in literacy areas in order to assist teachers in addressing students' learning styles and ability levels</p> <p>Works with teachers throughout content areas on articulating, aligning, and integrating an intentional curriculum</p>	
Standard 7 (considerations for professional growth plan)	

Standard 8: Instructional Leadership – Facilitates, guides, and supports the curriculum, instruction, and assessment	
<p>Communicates desired results by developing shared vision and mission</p> <p>Facilitates and nurtures professional growth of staff</p> <p>Implements programs that promote and recognize individual differences</p>	
Standard 8 (considerations for professional growth plan)	

Standard 9: Demonstrates Technological Knowledge and Integration of Technology	
<p>Demonstrates technical skills and knowledge required to install, use, and maintain a variety of software and peripherals (connect printers, scanners, projection devices, digital cameras, external monitors, and handles routine support needs of equipment)</p> <p>Engages in relevant professional development opportunities based on identified needs in technological skills; follows through with implementation in classroom and/or professional activities (evidence of increased capacity to facilitate student learning, attends trainings, and reflects on future needs; utilizes new skills with students, parents, and peers)</p> <p>Applies technological skills to enhance professional activities and productivity in the area of literacy (uses word processing, creates data bases, maintains confidentiality of student information communicated through e-mail, conducts Internet searches for professional information, creates multi-media presentations using scanners, digital cameras, Power Point, Internet, utilizes e-mail appropriately)</p> <p>Assists teachers in planning and implementing instruction utilizing technology (using appropriate assistive and adaptive devices for students with special needs, applying research-based instructional practices for technology integration, using technology to support multiple assessments of learning, providing equitable use of technology)</p> <p>Helps teachers in designing lessons that allow students to facilitate individual and group learning through technology integration in instruction (authentic technology-generated student products, distance learning, Internet research)</p>	
<p>Standard 9 (considerations for professional growth plan)</p>	

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DATA COLLECTION SUMMARY
Experienced Speech-Language Pathologist Standards
Formative Stage

These forms are used as documentation to verify that identified indicators for each standard have been evidenced by the evaluator. Information noted should be gathered from **specific** behaviors and products, such as observations, evaluatee's work samples, interviews, and student results (products, assessments, longitudinal data, etc.)

Evaluatee _____

Type of Setting/Activity/Guide _____

Evaluator _____

Position _____

Beginning Date _____

Ending Date _____

Standard 1: Implements Curriculum/Plans Instruction	
1.1	Identifies targeted exit standard demonstrators in lesson/unit (IEP Goals and Benchmarks)
1.2	Designs students lessons and activities in alignment with student strengths and weaknesses per the IEP (Goals/Benchmarks/Specially Designed Instruction/Supplementary Aids and Services)
1.3	Matches activities/learning experiences to exit standard demonstrators (IEP Goals and Benchmarks)
1.4	Selects appropriate materials/media/technologies for lesson presentation

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1.5	Includes student activities that address various student learning styles/multiple intelligences/skill levels/individual student needs
1.6	Selects activities that are developmentally appropriate, academically challenging, and promote higher order thinking skills
1.7	Plans for and evaluates generalization of skills learned
1.8	Plans activities to make effective use of class/instructional time
1.9	Identifies and utilizes school, district and/or community resources for program planning (e.g., teacher, media specialist, occupational therapist, assistive technology consultant, school psychologist, central office consultant, community professional, IMPACT Coordinator)

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1.10 Designs instructional activities and topics of interest to students

1.11 Designs instruction with connections to real-life experiences

Standard 1 (considerations for professional growth plan)

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Standard 2: Organizes Learning Environment	
2.1	Arranges environment to accommodate individual, small-group, or large-group activities
2.2	Motivates, encourages and supports individual and group questioning skills
2.3	Maintains a safe and functional environment through classroom management techniques that minimize barriers to learning
2.4	Arranges instructional materials/media/equipment/technologies to maximize learning opportunities in a media-rich environment (e.g., technology, books, stimulus objects, manipulatives, focus objects, visual supports, sensory supports, social stories)
2.5	Maintains consistent sensitivity to student's individual academic, physical, social, and cultural differences and responds to all students in a caring manner

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2.6 Shows flexibility and modifies classroom routines and instructional procedures as the situation demands

2.7 Interacts positively with students, colleagues, parents, and community members

Standard 2 (consideration for professional growth plan)

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Standard 3: Presents Instruction/Guides Learning	
3.1	Communicates connection of lesson with prior learning (e.g. review of previous learning, strategies, key words)
3.2	Communicates relevance of activity or task and desired performance
3.3	Connects lesson to "real-life" applications (e.g. prior knowledge/experience, student aspirations for future roles, family and cultural backgrounds)
3.4	Integrates creative and appropriate uses of instructional materials/media/equipment and technologies to maximize learning opportunities
3.5	Makes efficient use of time

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3.6 Makes smooth, clear transitions between activities

3.7 Provides time and developmentally appropriate activities for all students to apply knowledge and practice skills presented during the lesson (e.g. guided practice, production drills, structured/unstructured activities to facilitate generalization, structured role playing)

3.8 Uses developmentally appropriate questioning techniques to facilitate critical thinking (how and why evaluation, synthesis, and analysis questions) and formulation of appropriate responses (extended sequences of questions, probes for clarification, scaffolding, shaping, "tell me more", etc.)

3.9 Demonstrates and enhances subject knowledge by modeling the skills, concepts, and thinking processes to be learned (e.g. scaffolding, expansions, close technique utilizing filling in the missing word, semantic/graphic organizers, rephrasing/paraphrasing, chunking)

3.10 Uses multiple teaching/learning strategies and opportunities for individual and/or group experiences (e.g. addresses multiple intelligences and diverse learning styles) that address individual needs

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3.11 Provides students with immediate, specific, meaningful and positive feedback on a consistent basis

3.12 Brings closure to unit/activity that reinforces learning (e.g., “What did we do today?”, “What is _____?” “Tell me about _____ homework assignment.”)

3.13. Demonstrates caring behavior with students in facilitating instruction

Standard 3 (consideration for professional growth plan)

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Standard 4: Assesses Learning/Instruction (including screening, assessment, eligibility determination, lesson development, analysis of on-going progress)	
4.1	Uses a variety of assessments/techniques/data to evaluate student performance for purposes of screening, eligibility determination for speech language impairment and when appropriate, IEP construction (e.g., speech language screening, standardized assessment, teacher/parent input, formal and informal behavior observations, informal criterion-referenced probe)
4.2	Uses assessment tools/procedures according to standards (e.g. administers assessments per guidelines in individual test manuals, Kentucky Eligibility Guidelines Revised for Students with Speech or Language Impairment, (EG-R))
4.3	Uses adaptations in assessment for children with special needs and diversities (social, cultural, social-economic, etc.)
4.4	Uses local education agency, state and national guidelines/mandates in child evaluation and follows designated timelines, rules of confidentiality and due process procedures per Oldham County Exceptional Children Services Procedures document

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4.5	Considers all components of student evaluation plan including school data and assessments conducted by OCBE staff and, as appropriate, outside agency information (audiological, medical, mental health, etc.)
4.6	Accurately assesses student performance using the established criteria per Individual Education Plan (IEP) as evidenced by ongoing progress data collection and analysis (e.g., informal observations, ongoing progress data, informal teacher report, criterion-referenced probes)
4.7	Systematically analyzes student responses, products, assignments, and assessment results regularly in order to make adjustments in instructional delivery
4.8	Organizes ongoing progress data and communicates results using technology and phrasing that can be understood and/or explained to parents, instructional team members and Admission and Release Committee members
4.9	Demonstrates knowledge of recommended speech-language practices and research in the instructional process (may be gained through record review, interview with the speech-language pathologist, observation of the speech-language pathologist)

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Standard 4 (consideration for professional growth plan)

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Standard 5: Reflects/Evaluates Teaching/Learning

5.1 Accurately assesses, analyzes and reflects upon the effectiveness of instruction and makes appropriate changes to improve student learning

5.2 Facilitates student learning in core content and evaluation exercises on district and state assessments (e.g., teaches specialized vocabulary, test taking strategies, analysis of open response questions, etc.)

Standard 5 (consideration for professional growth plan)

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Standard 6: Collaborates with Colleagues/Parents/Students/Others

6.1 Identifies and participates in situations where collaboration with others will enhance student learning (e.g., IEP development, parent conference, GAP Team participation, ARC participation, screening activities, meetings with professional colleagues, ad hoc committees)

6.2 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals for students

6.3 Considers alternative perspectives, suggestions and options during collaborative activities involving school, home, and community

6.4 Demonstrates sensitivity to differences in abilities, social and cultural backgrounds, modes of communication (e.g., non-English speaking, sign language)

6.5 Works with peers, parents, and the school community in designing and implementing collaborative projects and activities (e.g., speech screening program, professional development activity for colleagues, parent education program)

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Standard 6 (considerations for professional growth)

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Standard 7: Exhibits Professionalism	
7.1	Self evaluates and reflects to identify needs for a professional growth plan congruent with the school/district goals to expand his/her repertoire of best instructional practices, technology, techniques and research about communication disorder services (articulates strengths and priorities for growth)
7.2	Engages in relevant professional development activities and follows through with implementation in small and/or large-group settings
7.3	Strives to improve instruction on a consistent basis (models life-long learning behaviors)
7.4	Upholds and models Kentucky's School Personnel Code of Ethics (assessment, legal use of computers and technology, confidentiality with student behavior and performances, all forms of communication with students, staff, parents, and community)
7.5	Communicates distinctly and clearly through correct grammar and pronunciation (appropriate communication to parents, students, staff, community)

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7.6 Follows school/district policies and procedures including attendance, punctuality, timelines in performing professional expectations and responsibilities (follows proper channels to address issues and problems)

7.7 Meets professional expectations and responsibilities as stipulated on the job description and performs other duties (in and out-of-class) consistent with contract/job responsibilities

7.8 Adheres to safe work practices to lower the risk of potential injuries to self and others

Standard 7 (considerations for professional growth plan)

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Standard 8: Knowledge of Content

8.1 Demonstrates a thorough knowledge of certified content areas (e.g., speech sound production, language, voice, fluency)

8.2 Connects knowledge of the learning activity to real-life situations and relevance to the students' lives with sensitivity to multicultural and ethnic considerations

8.3 Identifies and communicates the discrete skills, processes, and concepts related to the Oral Communication Exit Standards in order to address individual student needs

8.4 Develops, implements, and revises Individual Education Programs based on District Exit Standards

Standard 8 (considerations for professional growth plan)

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Standard 9: Demonstrates Implementation of Technology Integration

9.1 Demonstrate technical skills and knowledge required to install, use and maintain a variety of software and peripherals (connect printers, scanners, projection devices, digital cameras, external monitors, and handles routine support needs of equipment)

9.2 Engages in relevant professional development opportunities based on identified needs in technological skills (including relevant low and high tech assistive technology) and follows through with implementation in classroom and/or professional activities (evidence of increased capacity to facilitate student learning, attends trainings and reflects on future needs, utilizes new skills with students, parents, peers)

9.3 Applies technological skills to enhance professional activities and productivity uses word processing, creates data bases, maintains confidentiality of student information communicated through e-mail, conducts Internet searches for professional information, digital cameras, Internet, utilizes e-mail appropriately)

9.4 Plans and implements instruction utilizing technology (uses appropriate assistive and adaptive devices for students with special needs, applies research-based instructional practices for technology integration, uses technology to support multiple intelligences in instruction and multiple assessments of learning, provides equitable use of technology)

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9.5 Designs lessons that allow students to facilitate individual and/or group learning through technology integration in instruction as prescribed by an IEP

9.6 Trains staff in use of assistive technology utilized to serve students for delivery of specially designed instruction

Standard 9 (consideration for professional growth plan)

Additional Comments: (professionalism exhibited through other activities; presentations, material development; membership/participation in professional organizations, community activities, etc.)

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Standards/Performance Criteria	Performance/Products Ratings		
	*More than (1) rating can be checked		
3: Presents Instruction/Guides Learning	Meets	Growth Needed	Does Not Meet
3.1 Communicates connection of lesson			
3.2 Communicates relevance of activity or task			
3.3 Connects lesson to "real life" applications			
3.4 Integrates creative and appropriate uses of materials and technology			
3.5 Makes efficient use of time			
3.6 Makes smooth transitions between activities			
3.7 Provides time and activities for all students to apply knowledge presented during the lesson			
3.8 Uses appropriate questioning techniques to facilitate critical thinking and formulation of responses			
3.9 Demonstrates and enhances subject knowledge by modeling the skills and processes to be learned			
3.10 Uses multiple teaching/learning strategies and opportunities for individual and/or group experiences			
3.11 Consistently provides feedback to students			
3.12 Brings closure to unit/activity			
3.13 Demonstrates caring behavior with students			
Overall rating for Summative Evaluation			

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Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
4: Assesses Learning/Instruction			
4.1 Uses a variety of assessments and data to evaluate student performance			
4.2 Uses assessment tools/procedures according to standards			
4.3 Uses adaptations in assessments when appropriate			
4.4 Follows educational mandates related to child evaluation process			
4.5 Uses all assessment information, including outside agencies information as appropriate			
4.6 Accurately assesses student performance per IEP			
4.7 Systemically analyzes responses to adjust instruction			
4.8 Organizes ongoing progress data			
4.9 Demonstrates knowledge of recommended practices			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
5: Reflects/Evaluates Teaching/Learning			
5.1. Analyzes instruction/makes appropriate changes			
5.2 Facilitates learning related to core content, district and state assessment measures			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
6: Collaborates with Colleagues/Parents/Students/Others			
6.1 Collaboration with others to enhance learning			
6.2 Demonstrates productive leadership and team membership skills			
6.3 Considers alternative perspective during collaboration			
6.4 Demonstrates sensitivity to differences			
6.5 Works with peers, parents and school community in designing and implementing projects and activities			
Overall rating for Summative Evaluation			

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Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
7: Exhibits Professionalism			
7.1 Self evaluates to identify needs for professional growth plan related to instructional improvement			
7.2 Engages in relevant professional development and follows through with implementation			
7.3 Strives to improve instruction on a consistent basis			
7.4 Upholds and models Kentucky School Personnel Code of Ethics			
7.5 Communicates distinctly and clearly through correct grammar and pronunciation			
7.6 Follows school/district policies and procedures			
7.7 Meets professional expectations/responsibilities			
7.8 Adheres to safe work practices			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
8: Knowledge of Content			
8.1 Demonstrates a thorough knowledge of certified content areas			
8.2 Connects activities to real life situations with sensitivity to multicultural and ethnic considerations			
8.3 Identifies and communicates oral communication exit standards to individual learner needs			
8.4 Develops, implements, and revises IEP based on the district exit standards			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
9: Implementation of Technology Integration			
9.1 Demonstrates technical skills and knowledge			
9.2 Engages in relevant professional development opportunities and follows through in classroom instruction			
9.3 Applies technological skills to professional activities			
9.4 Plans and implements instruction utilizing technology			
9.5 Designs lessons that allow students to facilitate learning through technology integration			
9.6 Trains staff in use of assistive technology			
Overall rating for Summative Evaluation			

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SUMMATIVE EVALUATION FOR SPEECH-LANGUAGE PATHOLOGISTS

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

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

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

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

RATINGS

<u>Teacher Standards</u>	<u>Meets</u>	<u>*Does Not Meet</u>
1. Implements Curriculum/Plans Instruction	_____	_____
2. Organizes Learning Environment	_____	_____
3. Presents Instruction/Guides Learning	_____	_____
4. Assesses Learning/Instruction	_____	_____
5. Reflects/Evaluates Teaching/Learning	_____	_____
6. Collaborates with Colleagues/Others	_____	_____
7. Exhibits Professionalism	_____	_____
8. Knowledge of Content	_____	_____
9. Implementation of Technology Integration	_____	_____
OVERALL RATING	_____	_____

Individual professional growth plan reflects a desire/need to include the standard(s) checked below:

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

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

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

Evaluator: _____
 _____ Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of Oldham County School's district evaluation plan. Appeals must be made within the time frames mandated in the district plan.

*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan (ICAP) for a teacher who is re-employed.

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ASSISTANT SUPERINTENDENT STANDARDS FOR PERFORMANCE EVALUATION

Standard 1 *Visionary Leader*

Facilitates the development, articulation, and implementation of the district's "2020 Vision"

Standard 2 *Instructional Leader*

Promotes the school culture and instructional program that ensures student learning and professional growth of staff

Standard 3 *Organizational Manager*

Manages the organization, operations, and resources for a safe, efficient, and effective learning environment conducive to student learning

Standard 4 *Collaborative Leader*

Collaborates with families, peers, and community members, responds to diverse community interests and needs, and mobilizes community resources

Standard 5 *Ethical Leader*

Promotes the success of all students by acting with integrity, with fairness, and in an ethical manner

Standard 6 *Systemic Leader*

Facilitates processes and engages in activities demonstrating knowledge and understanding of the interdependence of the school, the district, and the school community; and demonstrates an understanding of how the political, social, cultural, and economic systems impact schools

Standard 7 *Technological Leader*

Demonstrates and models the competencies and skills identified in the district technology standard and facilitates professional growth of staff in the district technology standard

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DATA COLLECTION SUMMARY

Assistant Superintendent of the Department of Instruction

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

Observee _____ Position _____

Observer _____ Position _____

Observation Information:

Date _____ School Name _____

Time _____ District _____

Standard 1

A school administrator facilitates the development, articulation, implementation, and stewardship of the district's 2020 Vision

Demonstrators/Indicators

1.1	Facilitates the development of the District's Comprehensive Improvement Plan that reflects the district's 2020 Vision (e.g., facilitating the Comprehensive planning process, leading the DOI Team in assisting schools with developing their Comprehensive Improvement Plans, communicating plans to the OCBE)
1.2	Reflects on personal assumptions, beliefs and practices as they relate to the District's 2020 Vision (e.g., Planning and implementing Leadership Institute, minutes on the Comprehensive Planning process, IPGP)
1.3	Effectively communicates vision of schools and district to staff, students, parents and community in a variety of ways (e.g., Power Point presentations, graphic visuals for various meetings, Executive Summary of District's Comprehensive Improvement Plan)
1.4	Leads schools in developing, implementing, and revisiting the schools mission statements that guide their Comprehensive Improvement Plans and relates to the District 2020 Vision (e.g., DOI – School Improvement Team, revised mission statements, professional development sessions)

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- | |
|---|
| <p>1.5 Utilizes resources and funding to support the District's 2020 Vision (e.g., prioritizing needs for funding; assisting with training, implementation, evaluating results, and follow-up support; Assisting with the District ESS; Overseeing the District-wide Comprehensive Planning Process)</p> |
| <p>1.6 Deliberately seeks input from the school community in various ways in the interest of school improvement and the implementation of the District's 2020 Vision (e.g., School Community recommendations, forums, Leadership Oldham County)</p> |
| <p>1.7 Serves on District Committees (e.g., Local Planning Committee, Chairs the District Performance Evaluation Committee, District Comprehensive Improvement Plan)</p> |

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Standard 2

A school administrator promotes the school culture and instructional program which ensures student learning and professional growth

Demonstrators/Indicators

- | |
|---|
| <p>2.1 Assists in monitoring school culture and climate on a regular basis to ensure high expectations for self, student, and staff performance throughout the district (e.g., performance evaluation documentation, analyzing Effective School Surveys, District Exit Standards/Demonstrators)</p> |
| <p>2.2 Assists with selection of and provides/assesses the implementation of professional development that focuses on student learning consistent with school and district vision goals (e.g., analysis of assessment results; analysis of school PD plans; leading the SBCD process; analysis of student products; performance evaluations linked with professional growth plans)</p> |
| <p>2.3 Facilitates the design, implementation, evaluation, and refinement of research-based curricular, co-curricular, and extra-curricular programs (e.g., SBCD, School Improvement Team, ESS programs, Research)</p> |
| <p>2.4 Utilizes multiple sources of information regarding performances of students and staff to evaluate student learning/achievement (e.g., assessment results, disaggregation of grade distribution, analysis of student products, Tetra Data reports)</p> |
| <p>2.5 Monitors and implements the evaluation process according to district policy (e.g., data collection summaries, observations, feed-back, analysis of student products, summative conference schedules, summative evaluations, professional growth plans directly linked to teacher performance)</p> |

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Standard 3

A school administrator will ensure management of the organization, operations, and resources for a safe, efficient and effective learning environment as measured by student achievement

Demonstrators/Indicators

<p>3.1 Collects and accurately analyzes school data that indicates a safe, efficient, and effective learning environment (e.g., ESS evaluation, performance evaluation, Effective School Surveys, Impact/Implementation documentation, disaggregation of state assessment results, the use of spreadsheets, Power Point presentations, and visual graphics to communicate data)</p>
<p>3.2 Effectively works with District-wide stakeholders to identify and overcome challenges specific to community/school (e.g., use of conflict resolution skills, group processing, and communication skills; SBDM policies, Comprehensive Improvement Plan, SBDM/Parent groups)</p>
<p>3.3 Uses resources creatively and efficiently (e.g., time, human, financial, facility) to support an effective and safe learning environment that facilitates the development and implementation of the District Comprehensive Improvement Plan (e.g., performance evaluation process, budget, School Improvement Team, appropriate use of technology)</p>
<p>3.4 Manages organization so that district policies and state/federal laws are followed (e.g., performance evaluation documentation, no evidence of violations in District reports (performance evaluation procedures, audits, categorical budgets, personal attendance, compliance with job responsibilities))</p>
<p>3.5 Uses technology to manage school operations (e.g., e-mail, Web site, spreadsheets, budgets, data analysis)</p>

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATIONS 5030.020 - F**

Standard 4

A school administrator collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.

Demonstrators/Indicators

<p>4.1 Ensures that public engagement, high visibility, active involvement, and communication with the larger community is a priority (e.g., community organization memberships, Leadership Oldham County, Oldham County Relay for Life, Professional Compensation Plan, presentations for professional organizations – KAAC, CKEC, KVEC)</p>
<p>4.2 Builds community partnerships to strengthen programs and support school goals (e.g., Leadership Oldham County, Oldham County Relay for Life, Financial Institutions for NBPTS loans, SACS reviews)</p>
<p>4.3 Uses effective media relations with community (e.g., web site, Superintendent’s Column in the Oldham Era, newspaper interviews, participation in community functions)</p>
<p>4.4 Models and develops collaboration with community (e.g., District Comprehensive Improvement Plan)</p>

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATIONS 5030.020 - F**

Standard 5

A school administrator promotes the success of all students by acting with integrity, with fairness, and in an ethical manner

Demonstrators/Indicators

5.1	Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance and demonstrates professional growth (e.g., Professional Growth Plan, National Board for Professional Teaching Standards – Professional Compensation Plan; documentation of efforts to increase teacher leadership opportunities, published professional journal articles)
5.2	Promotes public scrutiny of the District school and solicits feedback (e.g., SACS reviews, documentation of attendance at various school events, District meetings)
5.3	Treats people fairly, equitably and with dignity and respect (e.g., personal correspondence, performance evaluation meetings, professional development sessions, District committees, walk-through feedback)
5.4	Applies laws, policies and procedures fairly, wisely, and considerately (e.g., District policies and AR's, performance evaluation procedures, categorical funds)
5.5	Demonstrates appreciation for and sensitivity to the diversity in the District (e.g., personal correspondence, leadership position in the District, focus on the achievement gap)
5.6	Examines and considers the prevailing values of the diverse population in the District (e.g., attendance in committee meetings/activities, personal correspondence)
5.7	Demonstrates a personal and professional Code of Ethics (e.g., adheres to the Commonwealth of Kentucky Executive Branch Code of Ethics, models integrity through leadership)

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATIONS 5030.020 - F**

Standard 6

A school administrator understands, responds to and influences the school community

Demonstrators/Indicators

<p>6.1 Ensures that the environment in the District is student centered (e.g., professional development, Leadership Institute, Curriculum Developers)</p>
<p>6.2 Utilizes data from the District to meet student needs (e.g., Effective School Surveys, committee meeting minutes, written/oral communication with parents, Tetra Data reports)</p>
<p>6.3 Follows Board policy, laws and regulations (attendance/punctuality, compliance with policies and AR's)</p>

**OLDHAM COUNTY BOARD OF EDUCATION
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Standard 7

A school administrator uses technology to support the school's instructional program; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research/solve problems.

Demonstrators/Indicators

<p>7.1 Operates a multimedia computer and peripherals to use a variety of software (Office '97, Word, Power Point, Excel, e-mail internet)</p>
<p>7.2 Uses the computer to do word processing, create spreadsheets, access electronic mail and the internet, and use other emerging technologies to enhance professional productivity and support instruction (e.g., newsletters, data analysis, budgets, templates for performance evaluation documentation and professional growth plans)</p>
<p>7.3 Uses terminology related to computers and technology appropriately in written and verbal communication (e.g., e-mail responses, letters, professional development)</p>
<p>7.4 Follows Board policy, laws and regulations in the use of computers and technology in both professional and personal activities</p>
<p>7.5 Facilitates the lifelong learning of self and others through the use of technology (e.g., professional growth plans, training provisions, attendance at technology training)</p>
<p>7.6 Demonstrates knowledge of the use of technology in business, industry, and society (e.g., Power Point Presentations, budget spreadsheets, use of e-mail)</p>
<p>7.7 Ensures appropriate research-based instructional practices related to the integration of technology are included in the District's instructional program (e.g., classroom observations, walkthroughs, professional growth plans, professional development, analysis of student products)</p>

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATIONS 5030.020 - F**

**SUMMATIVE CONFERENCING FORM
For the
ASSISTANT SUPERINTENDENT
Analyses of Performance and Links to Individual Professional Growth Plan
and Summative Evaluation**

Evaluatee _____ School _____
 Evaluator _____ Position _____
 Date of Conference _____

ISSLC STANDARDS/PERFORMANCE CRITERIA	PERFORMANCE/PRODUCTS RATINGS		
	*More than (1) rating can be checked		
1: Visionary Leader	Meets	Growth Needed	Does Not Meet
1.1 Develops/Implements District Comprehensive Improvement Plan to reflect the District's 2020 Vision			
1.2 Reflects on personal practices – related to the District's 2020 vision			
1.3 Communicates the school/district vision			
1.4 Leads schools in mission statements that guide the Comprehensive school plan and relates to District's 2020 vision			
1.5 Utilizes resources to support District's 2020 vision			
1.6 Seeks input from the school community for the school's vision			
1.7 Serves on District committees			
Overall rating for Summative Evaluation			

STANDARDS/PERFORMANCE CRITERIA	PERFORMANCE/PRODUCTS RATINGS		
	*More than (1) rating can be checked		
2: Instructional Leader	Meets	Growth Needed	Does Not Meet
2.1 Assists in monitoring school culture/climate to ensure high expectations			
2.2 Assists with the selection of professional development that focuses on student learning consistent with school/district goals			
2.3 Facilitates the use of research-based programs			
2.4 Uses multiple data sources to evaluate student learning			
2.5 Monitors/implements the evaluation process according to district policy			
Overall rating for Summative Evaluation			

**OLDHAM COUNTY BOARD OF EDUCATION
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STANDARDS/PERFORMANCE CRITERIA	PERFORMANCE/PRODUCTS RATINGS		
	*More than (1) rating can be checked		
3: Organizational Manager	Meets	Growth Needed	Does Not Meet
3.1 Analyzes school data ensuring a safe, efficient, and effective learning environment			
3.2 Effectively works with District stakeholders			
3.3 Uses resources creatively and efficiently			
3.4 Manages organization so that district policies and procedures are followed			
3.5 Uses technology to manage school operations			
Overall rating for Summative Evaluation			

STANDARDS/PERFORMANCE CRITERIA	PERFORMANCE/PRODUCTS RATINGS		
	*More than (1) rating can be checked		
4: Collaborative Leader			
4.1 Ensures that public engagement, high visibility, communication with the larger community is a priority			
4.2 Builds community partnerships to strengthen programs and support school goals			
4.3 Uses effective media relations with community			
4.4 Models and develops collaboration with community			
Overall rating for Summative Evaluation			

STANDARDS/PERFORMANCE CRITERIA	PERFORMANCE/PRODUCTS RATINGS		
	*More than (1) rating can be checked		
5: Ethical Leader			
5.1 Demonstrates values that inspire others to higher levels of performance and demonstrates professional growth			
5.2 Promotes public scrutiny of the school/solicits feedback			
5.3 Treats people fairly/with dignity and respect			
5.4 Applies laws, policies, and procedures			
5.5 Demonstrates appreciation for diversity			
5.6 Examines/considers the values of the diverse school community			
5.7 Demonstrates a personal and professional Code of Ethics			
Overall rating for Summative Evaluation			

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATIONS 5030.020 - F**

STANDARDS/PERFORMANCE CRITERIA	PERFORMANCE/PRODUCTS RATINGS *More than (1) rating can be checked		
6: Systemic Leader			
6.1 Ensures a student-centered environment			
6.2 Utilizes data from the District to meet student needs			
6.3 Follows Board policy, laws, and regulations			
Overall Rating for Summative Evaluation			

STANDARDS/PERFORMANCE CRITERIA	PERFORMANCE/PRODUCTS RATINGS *More than (1) rating can be checked		
7: Technological Leader			
7.1 Operates a multimedia computer/peripherals to use a variety of software			
7.2 Uses technology to enhance productivity and support instruction			
7.3 Uses terminology related to computers and technology			
7.4 Follows Board policy, laws, regulations in the use of computers in professional and personal activities			
7.5 Facilitates the lifelong learning of self and others through the use of technology			
7.6 Demonstrates knowledge of the use of technology			
7.7 Ensures appropriate research-based instructional practices are included in the instructional program			
Overall rating for Summative Evaluation			

OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATIONS 5030.020 - F

SUMMATIVE EVALUATION FOR THE ASSISTANT SUPERINTENDENT

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

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

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

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

Ratings:

Administrator Standards:

- 1. Visionary Leader
- 2. Instructional Leader
- 3. Organizational Manager
- 4. Collaborative Leader
- 5. Ethical Leader
- 6. Systemic Leader
- 7. Technological Leader

Meets

*Does Not Meet

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

OVERALL RATING: _____

Individual professional growth plan reflects a desire/need to include the standard(s) checked below:

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

Evaluatee's Comments:

Evaluator's Comments:

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

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

Signature Date

Evaluator: _____
Signature Date

Opportunities for appeal processes at both the local and state levels are a part of Oldham County Schools' district evaluation plan. Appeals must be made within the time frames mandated in the district plan.

*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan for a continuing Assistant Superintendent.



TEACHER OBSERVATION FORM

Teacher/Level _____ Date _____ Observer _____ Content _____

INSTRUCTIONAL AREA

I. What do you want the students to learn?

- curriculum framework essential/guiding question

II. How will you engage the students?

- best practice strategies appropriate level of rigor/DOK relevance incorporation of literacy thinking strategies

III. How will you know the students learned it?

- pre-assessment formative assessment writing to demonstrate learning

INSTRUCTIONAL AREA
IV. What will you do for the students who didn't learn it? <input type="checkbox"/> interventions <input type="checkbox"/> differentiation
V. What will you do for the students who already know it? <input type="checkbox"/> differentiation
VI. Strengths
VII. Areas for Growth

Observer's Signature: _____

Teacher's Signature: _____ Date: _____

OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION – 5030.013-F

WALK-THROUGH OBSERVATION DATA COLLECTION FORM (Version 2)

Date:

<p>Teacher:</p> <p>What do students need to learn (aligned and viable curriculum)?</p> <ul style="list-style-type: none"> • Targeting the Content • Use of frameworks in planning questions/guiding objectives • PLC Planning • Pre-assessments 	<p>How do you engage students so that they learn best (best instructional practice)?</p> <ul style="list-style-type: none"> • Engagement level/Student talk • Communicating high expectations/rigorous tasks • Thinking strategies • Building community • Gradual release of responsibility • Effective use of time • Writing to learn • Student use of technology 	<p>How will you know when they have learned (continuous assessment)?</p> <ul style="list-style-type: none"> • Checking for understanding strategies • Variety of formative assessments • Summative assessment developed prior to unit • Writing to demonstrate learning • Rubrics • Standards-based grading 	<p>What will you do when they have not learned (interventions)?</p> <ul style="list-style-type: none"> • Intervention activities • Individual conference notes • Parent communication • Differentiation • ECS Collaboration • RTI/PLC team 	<p>What will you do when they have already learned (enrichment and acceleration)?</p> <ul style="list-style-type: none"> • Enrichment opportunities • Individual conference notes • Differentiation
<p>Comments/Evidence:</p>				
<p>Next steps for professional growth:</p>				

Strengths:

Next steps for professional growth:

Observer's Signature:

Teacher's Signature:

Date:

Teacher's signature indicates receipt of copy of this document after the post observation conference.

**ECS COLLABORATION MONITORING WALK-THROUGH
OBSERVATION CHECKLIST**

Teacher _____

Date/Time _____

THE FOLLOWING BEHAVIORS/ACTIONS ARE EVIDENT DURING THE OBSERVATION:

- ___ 1. Both teachers are in the classroom.
- ___ 2. Both teachers are actively involved with students.
- ___ 3. Differentiation of instruction or assignments is evident, as appropriate.
- ___ 4. Both teachers have planned together, as observed by classroom demeanor/activity.
- ___ 5. Both teachers verbally interact with the students.
- ___ 6. Observed co-teaching models:
 - ___ One teaches, one observes (One teacher leads instruction and the other monitors and keeps anecdotal records/checklists of student responses/participation. **This should never be used as the only means of collaborative instruction.**)
 - ___ Station teaching (Content is divided into several parts or “stations” and students rotate through stations.)
 - ___ Parallel teaching (Students are divided into 2 equal groups and teachers use the same or different methods to teach the same content.)
 - ___ Alternative teaching (Students are divided into two groups, one larger and one smaller, to provide extension and enrichment to the larger and re-teaching and remediation to the smaller.)
 - ___ Team teaching (Both teachers share instructional duties.)
 - ___ One teaches, one assists/one supports (One teacher leads the instruction and the other supports students during the lesson. **This should never be used as the only means of collaborative instruction.**)

Comments:

Teacher's signature indicates receipt of copy of this document after the post observation conference.

Observer's
Signature:

Teacher's
Signature:

Date:

**ECS RESOURCE CLASS MONITORING WALK-THROUGH
OBSERVATION CHECKLIST**

Teacher _____

Date/Time _____

THE FOLLOWING BEHAVIORS/ACTIONS ARE EVIDENT DURING THE OBSERVATION:

- ___ 1. Students are engaged in academically relevant tasks (i.e. functional academic tasks, reading, writing, verbal discussion of content, math, etc).
- ___ 2. Teacher is actively engaged with students either individually or in small groups.
- ___ 3. Research-based direct instruction methods are being utilized, which show evidence of the following:
 - ___ Learning outcomes and expectations are clear to the students.
 - ___ Sustained and intensive explanations, models, and/or demonstrations are provided which are central to the learning outcomes.
 - ___ Students are provided opportunities for guided practice.
 - ___ Teacher provides students with feedback regularly and consistently throughout guided practice.
 - ___ Independent practice is eventually provided for students so that they may refine their work in relation to the feedback received.
 - ___ Teacher assesses student learning and re-teaches as needed.
- ___ 4. Students are provided with exposure to and repeated practice of vocabulary and skills.
- ___ 5. There is evidence of both verbal and nonverbal (visual) prompts and cues for students (i.e. graphic organizers, wall charts, checklists, agendas, etc.)
- ___ 6. There is a clear connection between the academic content observed in the resource class and the content observed in the regular education classroom.
- ___ 7. Behavioral expectations are commensurate with same age peers.
- ___ 8. There is evidence of progress data collection by the teacher. (post-conference)

Comments:

Teacher's signature indicates receipt of copy of this document after the post observation conference.

Observer's
Signature:

Teacher's
Signature:

Date:



**ECS SPECIAL CLASS MONITORING WALK-THROUGH
OBSERVATION CHECKLIST**

Teacher _____

Date/Time _____

THE FOLLOWING BEHAVIORS/ACTIONS ARE EVIDENT DURING THE OBSERVATION:

- ___ 1. Students are engaged and working at academically relevant tasks (i.e. functional academic tasks, reading, writing, verbal discussion of content, math, etc).
- ___ 2. Behavior needs are clearly addressed through purposefully designed lessons and clear verbal and/or nonverbal prompts and cues. There is evidence that clear and purposeful behavior intervention plans are in place and appropriate reinforcement and reactive strategies are being consistently implemented.
- ___ 3. Teacher is actively involved with students and is working with students either individually or in small groups.
- ___ 4. Teacher assistants are being utilized in a manner consistent with student needs and are actively involved in the routine of the classroom and with students.
- ___ 5. Research-based direct instruction methods are being utilized, which show evidence of the following:
 - ___ Learning outcomes and expectations are clear to the students.
 - ___ Sustained and intensive explanations, models, and/or demonstrations are provided which are central to the learning outcomes.
 - ___ Students are provided opportunities for guided practice.
 - ___ Teacher provides students with feedback regularly and consistently throughout guided practice.
 - ___ Independent practice is eventually provided for students so that they may refine their work in relation to the feedback received.
 - ___ Teacher assesses student learning and re-teaches as needed.
- ___ 6. Students are provided with repeated practice and exposure to vocabulary and skills as appropriate to their needs.
- ___ 7. There is evidence of both verbal and nonverbal (visual) prompts and cues for students (i.e. graphic organizers, wall charts, checklists, agendas, etc.)
- ___ 8. There is a clear connection between the academic content observed in the EBD special class and the content observed in the regular education classroom. There is a connection between the academic content observed in the FMD special class and the regular education classroom, as appropriate to the needs of students in an alternate assessment class.
- ___ 9. Behavioral expectations are commensurate with same age peers.
- ___ 10. There is evidence of progress data collection by the teacher and /or teacher assistants. (post-conference)

Comments:

Teacher's signature indicates receipt of copy of this document after the post observation conference.

Observer's
Signature:

Teacher's
Signature:

Date:

OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION - 5030.0281-F

INDIVIDUAL PROFESSIONAL GROWTH PLAN
For _____

Name _____

Date _____ School _____

Needs Assessment	Present PG State	Growth Objective Goal(s) (Describe Desired Outcomes)	Procedures/Activities for Achieving Goals and Objectives	Target Dates for Completion	Date Completed

Professional Growth Plan Stages:

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

OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION - 5030.0281-F

INDIVIDUAL PROFESSIONAL GROWTH PLAN

Employee's Comments:

Supervisor's Comments:

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

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION - 5030.0285-F**

ASSISTANCE TEAM RECORD

ACTIVITY	DATES			
Individual Corrective Action Plan Reviewed				
Supervisor Meets with Assistance Team Meeting to Clarify Roles and Interventions				
1 st Assistance Team Meeting				
2 nd Assistance Team Meeting				
3 rd Assistance Team Meeting				
4 th Assistance Team Meeting				
Summative Conference with Employee				
Summative Evaluation				
Conference with Superintendent/Designee				
Termination Letter (if necessary)				

Signatures:

Principal/Supervisor: _____

Evaluatee: _____

Team Members: _____

Professional Growth Plan Stages:

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

Adopted: August 17, 1998
Revised: August 15, 2006

**OLDHAM COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATION - 5030.0286-F**

ASSISTANCE TEAM LOG OF ACTIVITIES

Teacher _____

Date of Meeting _____

Persons Present

_____	_____
_____	_____
_____	_____

Summary of Meeting:

Recommendations:

Next Meeting _____

Signatures:

_____	_____
_____	_____
_____	_____

