

PENDLETON COUNTY
SCHOOL
DISTRICT

Performance Evaluation Plan
For
Certified Personnel

PURPOSE FOR EVALUATION

The purposes of the Pendleton County Schools' Performance Evaluation are to:

- A: Improve instruction for all learners.
- B: Provide a system of performance accountability of all certified employees.
- C: Provide a means for certified employees to improve their performance.
- D: Support individual personnel decisions.

Pendleton County Mission

The Pendleton County School District, in cooperation with our parents and community, pledge to provide a secure, adaptive, innovative and compassionate teaching environment in which each student may become a literate, lifelong learner and a productive, responsible member of our present and future society.

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**CODE OF ETHICS
704 KAR 20:680**

Section 1. Certified Personnel in the Commonwealth:

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

TO STUDENTS	TO PARENTS	TO EDUCATION PROFESSION
Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator	Shall make responsible effort to communicate to parents information which should be revealed in the interest of the student.	Shall exemplify behaviors which maintain the dignity and integrity of the profession.
Shall respect the constitutional rights of all students	Shall endeavor to understand community cultures and diverse home environments of students	Shall accord just and equitable treatment to all members of the profession in exercise of their professional rights and responsibilities
Shall take reasonable measures to protect the health, safety, and emotional well-being of students.	Shall not knowingly distort or misrepresent facts concerning educational issues	Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law
Shall not use professional relationships or authority with students for personal advantage	Shall distinguish between personnel views and the views of the employing educational agency	Shall not use coercive means or give special treatment in order to influence professional decisions
Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law	Shall not interfere in the exercise of political and citizenship rights and responsibilities of others	Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.
Shall not knowingly make false or malicious statements about student or colleagues	Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities	Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals
Shall refrain from subjecting students to embarrassment or disparagement	Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.	
Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats or physical harm; and sexual assault.		

All certified employees of the Pendleton County Schools shall adhere to the Professional Code of Ethics

Pendleton County Schools

PENDLETON COUNTY EVALUATION PLAN COMMITTEE

Teachers

Amy Hurst

Debbie Layne

Mitch Ruth

Scott Horn

Michelle Lustenberg

Administrators

Tara Drummond

Darell Pugh

Phyllis Kelsch

Tony Dietrich

Pamela Harper

EVALUATION PLAN COMMITTEE ROLE

704 KAR 3:345 (revised) requires a committee composed of equal numbers of administrators and teachers to develop evaluation procedures and forms. Each school will be responsible for the selection of its teacher and administrative representative.

The purposes of Pendleton County's Evaluation Plan Committee shall be:

- (1) to review the certified employee evaluation plan (and subsequent amendments) adopted by the Board of Education;
- (2) to recommend improvements/changes.

The committee is advisory only: It neither complements nor supplements that which is required of the Board in section 8, 704 KAR 3:345, revised.

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

The Pendleton County Contact Person for Certified Evaluation is Pamela Harper, Curriculum and Instruction Supervisor.

The Evaluation Plan was approved at the August, 2000 Board of Education Meeting. This plan was updated and/or by the evaluation plan review committee and approved by the Pendleton County Board of Education in August, 2001, July 21, 2005, and August 30, 2005.

Glossary of Evaluation Terms and Definitions

Evaluation terms and definitions listed below include those presented in KRS 156.101, 704 KAR 3:345 and KRS 160.345 (2).

Administrator: is defined as an employee of the public schools of the Commonwealth of Kentucky employed as a principal, assistant principal, supervisor of instruction, guidance counselor, director of special education, or other administrative position deemed by the Education Professional Standards Board to require an administrative certificate.

Appeals: a process whereby any certified employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.

Certified Employee Appeals Form: This form is used to initiate an appeal of a certified employee's Final Summative Evaluation. To begin the appeals process, this form must be submitted to the Appeals Panel Chair within five working days of signing the Final Summative Evaluation.

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

Corrective action plan: a plan developed by the evaluator, in collaboration with the evaluatee, when there is a "Does-Not-Meet" rating(s) on the Final Summative Evaluation or documented unsatisfactory performance observed at any time during the school year. A Corrective Action Plan may also apply to unsatisfactory performance on specifically identified board approved evaluation standards and performance criteria. Specific assistance and activities are identified and progress monitored.

Data: documented evidence of observed indicators of work related performance.

Data Collection Form: This recommended form is used to document data and evidence collected from formal and informal observations of work related performance. All observation notes, scripting, and other information collected from any observation should be documented on this form. A separate Data Collection Form should be used for each formal or informal observation. Data Collection Forms have been developed specifically for Administrators, Teachers, Counselors, School Social Workers, Library/Media Specialists, and Speech/Language Therapists.

Due Dates: These are the dates the Final Summative Evaluations are due. The due dates for all certified staff are detailed below.

April 15	All teachers, tenured and non-tenured
June 15	All administrative and counseling staff

Evaluatee: one whose behaviors and performances are being observed, examined, appraised, or critiqued.

Evaluation: the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or management situation, based upon predetermined criteria, through periodic observation and other documentation such as products, and performances. Evaluation shall also include the establishment and monitoring of individual professional growth plans.

Evaluation committee: a committee consisting of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.

Evaluation plan: a plan, which includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. The Kentucky Board of Education must approve both the plan and the procedures associated with the district Evaluation Plan.

Evaluator: a certified administrator who appraises or carefully examines behaviors and performances to determine a value. Evaluators must be trained, tested, and certified by the approved KDE Evaluation of Certified Personnel Training Program.

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.

Formal observation: a scheduled classroom observation of a lesson.

Formative Evaluation Report Form: This form is used to document that a formative conference and evaluation occurred. This form should be completed after every formative conference and evaluation.

Indicators: measurable behaviors and outcomes which demonstrate performance

Individual Corrective Action Plan Form: This form is used to plan, initiate, and document an Individual Corrective Action Plan.

Individual Professional Growth Plan Form: This form is used to plan, initiate, and document an Individual Professional Growth Plan.

Observation: a process of gathering factual information in the performance of duty, based upon predetermined criteria in the district evaluation plan.

Performance Indicators: performance areas, skills, or outcomes on which the certified employee shall be evaluated based upon position and the district evaluation plan.

Pre-conference: a meeting between the evaluator and the evaluatee to discuss and plan the schedule, date, content, time, etc. of the observation(s).

Primary evaluator: the immediate supervisor of the certified school employee. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

Professional growth plan: an individual plan whereby the person being evaluated establishes goals for enrichment and development and the assistance of the evaluator is identified. The plan includes objectives, a plan for achieving the objectives, and method for evaluating success. The professional growth plan shall be aligned with specific goals and objectives of the school and/or district comprehensive school improvement plans and professional development plans.

Post-conference: a meeting between the evaluator and the evaluatee to analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan. A post-conference shall be held to discuss each completed formative observation and shall occur within five work days following the formal observation. These conferences will focus on formative data collected (including but not limited to lesson plans, samples of student products, records or other appropriate materials) as well as the Individual Professional Growth Plan (IPGP).

Standards of performance: acceptable qualitative or quantitative levels of specific job performances expected of effective certified employees.

Summative Evaluation: the summary and analysis of all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle and includes a conference involving the primary evaluator and the evaluatee with a written evaluation report

Summative Conferencing Form: This form is used to summarize and share with the evaluatee, all data and evidence collected from multiple formal and informal formative observations. Summative Conferencing Forms have been developed specifically for Administrators, Teachers, Counselors, School Social Workers, Library/Media Specialists, and Speech/Language Therapists.

Summative Evaluation Form: This form is used to indicate if the evaluatee "meets" or does-not-meet" Education Standards and Performance Criteria. Education Standards and Performance Criteria have been developed and adopted specifically for Administrators, Teachers, Counselors, School Social Workers, Library/Media Specialists, and Speech/Language Therapists.

Teacher: any certified staff person who directly instructs students.

PROFESSIONAL GROWTH AND EVALUATION PROCESSES OVERVIEW

NEW AND EXPERIENCED CERTIFIED TEACHERS & STAFF

Non-Tenured	Tenured
One (1) through four (4) years	More than four (4) years
<p>All certified employees shall receive an evaluation orientation on the standards, criteria, and evaluation process on which they are to be evaluated no later than the end of the first month of reporting for employment for each school year.</p>	
<p>FORMATIVE PHASE (data collection)</p>	
<p align="center">Pre-conference (Prior to each observation)</p> <ol style="list-style-type: none"> 1 Who observes 2 When observations are to occur 3 Where the observation will occur 4 Unit of study/lesson plan exchange 5 Other exchange of information 	<p align="center">Pre-conference (Prior to each observation)</p> <ol style="list-style-type: none"> 1 Who observes 2 When observations are to occur 3 Where the observation will occur 4 Unit of study/lesson plan exchange 5 Other exchange of information
<p align="center">Formative Observations</p> <ol style="list-style-type: none"> 1 Minimum of two per year, one per semester when results are satisfactory. 2 Prior to each formative conference <p>*More observations shall occur when results are unsatisfactory</p>	<p align="center">Formative Observations</p> <ol style="list-style-type: none"> 1 Minimum of one every year when results are satisfactory 2 Prior to each formative conference <p>*Multiple observations shall occur when results are unsatisfactory</p>
<p align="center">Formative Conferences (post)</p> <ol style="list-style-type: none"> 1 Minimum of two per year 2 Evaluator/evaluatee 3 Within five work days following each formal classroom observation 4 Open discussion of observation and feedback to teacher regarding performances/products 5 Discuss/establish/revise individual professional growth plan/activities 6 Complete Formative Evaluation Report Form 7 Copies of written reports and data to Evaluatee <p>*More conferences shall occur when observation results are unsatisfactory</p>	<p align="center">Formative Conferences (post)</p> <ol style="list-style-type: none"> 1 Minimum of one every year when results are satisfactory 2 Evaluator/evaluatee 3 Within five work days following each formal classroom observation 4 Open discussion of observation and feedback to teacher regarding performances/products 5 Discuss/establish/revise individual professional growth plan/activities 6 Complete Formative Evaluation Report Form 7 Copies of written reports and data to Evaluatee <p>*Multiple conferences shall occur when observation results are unsatisfactory</p>
<p>SUMMATIVE PHASE (decision-making)</p>	
<p align="center">Summative Conference (post)</p> <ol style="list-style-type: none"> 1 Discussion between person evaluated and evaluator 2 Once each year, prior to scheduled due dates 3 Includes all evaluation data collected 4 Held at the end of the evaluation cycle 5 Completed (written) evaluation report provided to person evaluated 6 Establish/revise individual professional growth plan 	<p align="center">Summative Conference (post)</p> <ol style="list-style-type: none"> 1 Discussion between person evaluated and evaluator 2 Once every three-year period 3 Includes all evaluation data collected 4 Held at the end of the evaluation cycle, prior to scheduled due dates 5 Completed (written) evaluation report provided to person evaluated 6 Establish/revise individual professional growth plan
<p align="center">Final Summative Evaluation</p> <ol style="list-style-type: none"> 1 Once each year, by scheduled due dates 2 Summary/conclusions from all evaluation data (formative and summative) 3 Complete Final Summative Evaluation Form 4 Copies of summative evaluation to Evaluatee 	<p align="center">Final Summative Evaluation</p> <ol style="list-style-type: none"> 1 Minimum of one every three year period 2 Summary/conclusions from all evaluation data (Formative and Summative) 3 Complete Final Summative Evaluation Form by due dates 4 Copies of summative evaluation to Evaluatee
<p>District teacher personnel files shall contain copies of the Final Summative Evaluation per teacher at end of each evaluation cycle, and Intern records maintained according to KTIP 704.20:690, and a copy of the Individual Professional Growth Plan.</p>	

THE EVALUATION PROCESS - HOW IT WORKS

ORIENTATION

An orientation session to explain and discuss the evaluation process with all certified employees will be conducted by administrators within the first month of reporting for employment each school year. All employees who are newly hired during the school year will receive training within their first month of employment. The contents of the evaluation plan handbook must be reviewed with each employee prior to observations/evaluations. All certified personnel must have immediate notice of any changes made, and appropriately approved, to the evaluation process.

The annual review shall be an explanation of the contents of the evaluation plan handbook, including the Evaluation Standards and Performance Criteria for Teachers/ Administrators. **Each building principal is responsible annually for developing and explaining to building personnel the Indicators (or "Look-Fors") for Performance Criteria that are building-specific, based on the school's comprehensive plan goals, professional development training the staff has taken, or other factors.**

The immediate supervisor shall be designated as the primary evaluator. For purposes of evaluations, a principal may appoint an assistant principal to serve as an evaluator for certified staff. However, the principal is still considered the primary evaluator and must sign off on summatives of all certified staff assigned to his building.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA

The list of Evaluation Standards and Performance Criteria for Teachers/Administrators' shall be considered the standard the evaluatee is expected to meet. It is important that these criteria (and other performance expectations covered by the criteria, such as descriptions, applicable local Board policies, and the Kentucky School Personnel Code of Ethics) be understood by all parties.

PROCEDURES

INDIVIDUAL PROFESSIONAL GROWTH PLAN

The Professional Growth Plan is an individualized plan that includes goals for enrichment and development that are established by the person being evaluated with the assistance of the evaluator. It includes action plans to achieve the goals/objectives and a method of evaluating success.

An employee's Individual Professional Growth Plan (IPGP) must be aligned with the specific goals, objectives, and action plans of the school/district **Comprehensive Improvement Plan (CSIP/CDIP)**, and the Evaluation Standards and Performance Criteria of the district evaluation system.

The Professional Growth Plan can be built as early as May 1 of the current year for continuing employees. The advantage of including the IPGP in the spring for the next school year is that professional development activities tied to growth objectives may be available for the certified employee during the summer before the next school year. **The IPGP must be completed with employees new to a building (newly hired or transferred employees) no later than October 1 of the new school year.**

Implementation of the Professional Growth Plan is to begin as soon as the plan is completed and signed by both the evaluator and evaluatee. Signatures indicate knowledge of expectations. The IPGP must be reviewed annually by the evaluator and evaluatee. **This should occur no later than the end of the school year for teachers and non-teaching certified school personnel.** Some Growth Objectives may be long-range or ongoing and may be continued with little or no revision during the evaluation cycle (tenured teachers) or during the period of a multi-year CSIP. When new growth objectives for an IPGP are appropriate, they may be developed during the end-of-year conference for the succeeding school year.

Opportunities for the professional growth of the superintendent are provided pursuant to KRS 156.111.

FORMATIVE DATA COLLECTION

Formative evaluation, by definition in 704 KAR 3:345, is a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance. All monitoring and observations will be with the full knowledge of the teacher/administrator and will include both formative and summative procedures.

Tenured teachers will have a formal observation each year with the pre-observation form and post-observation conference being part of the evaluation process. Other observations may be scheduled as needed. Conferences are to follow classroom observations by no more than five (5) work days. If an area of concern is found, the teacher may be placed in the summative evaluation process, and shall receive written notification.

Tenured teachers are in summative evaluation every three (3) years. During the third year of the evaluation cycle, the annual formative observation and conference will take place and a summative conference must be held in the spring. (see below - Summative Evaluation).

For non-tenured teachers in the formative phase of the annual evaluation cycle, formative observations/conferences will be done at least twice a year (three times for teacher interns following KTIP requirements). **Non-tenured teachers must be observed no later than winter break in the fall semester and no later than April 10 in the spring semester.** For all employees, tenured and non-tenured, the formal observations will be scheduled. Other observations may be unscheduled. A feedback conference should follow a formal observation by no more than five (5) work days.

If requested by the teacher, either tenured or non-tenured, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and the evaluatee have not agreed upon the selection of the third party observer within five (5) work days of the teacher's written request, the evaluator shall select the third party observer.

Informal observations (drop-in visits of less than a full observation) may be made at any time by the evaluator. An employee who is experiencing problems in any area of expectation may have as many observations, conferences, and/or corrective action plans or memos as are necessary to document the situation - including assistance offered (see below). These observations do not require prior notice.

During the formative evaluation cycle, data is collected to the ten (10) Teacher Standards, or six (6) Administrator Standards, or standards specific to the position. After a classroom observation is made, the observer will analyze data taken during the observation, using the Standards & Performance Criteria as a frame of reference.

In identifying areas (strengths, enrichment, and/or improvement) to be recognized on the Post-Observation Conference Formative Report Form, there is no set number. Sometimes more areas will be identified than actually will be targeted. The evaluator will decide the most important priorities and key the emphasis upon them. The priorities could be areas of strength, enrichment, and/or improvement.

If an area of improvement from the classroom observation is noted on the Formative Report Form, the item must have a corresponding prescription, or action plan, to remediate or assist. This may be specifically noted and written on the Formative Report Form in the Data Collection space, or an Individual Corrective Action Plan (ICAP) may be established.

The ICAP is written by the evaluator with the input of the evaluatee to any of the Standards needing correction and or/attention.

During the conference, once an area of improvement, with corresponding procedures, has been noted on either a Formative Report Form or an ICAP, its implementation begins immediately. **The primary responsibility for initiating activities and procedures in either an ICAP or Formative Report Form is with the evaluatee, except as written otherwise and agreed upon during conferencing.**

To make the evaluation process successful, a high level of commitment is needed by both the evaluatee and evaluator. The evaluatee is expected to proceed with the action plan in a self-directed way, and the evaluator is expected to provide assistance and regular monitoring of progress. If satisfactory progress is being achieved, few modifications, if any, will be called for. In this case, continue with the implementation process. For those evaluatees experiencing problems, it is important for additional time and support (i.e. coaching, modeling, mentoring, etc) to be given by both evaluatee and evaluator to intensify efforts toward attainment of objectives/goals. An assistance team will be established and the employee will be considered to be on an intensive corrective action plan. This will be noted on the ICAP. A log of the meetings of the team must be kept along with documentation of support. Contacts other than the first and subsequent formative observations/conferences shall be documented by the evaluator and a copy given to the evaluatee. It is recommended that short, information conferences are held following these contacts. Lines of communication between evaluator(s) and evaluatee must be kept open in all phases of the evaluation process.

The evaluators will be expected to make formal/informal observations, as appropriate, so that meaningful feedback can be given in a clinical way - emphasizing objectivity in data collection and collaboration in its interpretations. Administrators in Pendleton County, who will be primary evaluators, have been and are trained in the concepts and skills of clinical supervision and in a variety of observational processes. In addition, certified employees designated as evaluators complete training which allows their compliance with 704 KAR 3:345 (revised 2/7/97). Documentation of twelve (12) hours biannual evaluation training will be kept in the appropriate database at the Central Office.

SUMMATIVE EVALUATION

Summative evaluation means the summary of, and conclusions from, all evaluation data, including formative evaluation data written documentation, other observation notes, letters, memo's and IPGP's. Summative evaluation occurs at the end of an evaluation cycle; annually for non-tenured certified teachers, annually for administrators, and every third year for tenured certified personnel. The Summative evaluation process includes a conference between the evaluator and the evaluated certified employee and a written evaluation report.

The evaluator will assess results, reviewing all data collected during the evaluation cycle under which the evaluatee falls. This is done so the evaluator can make a determination as to whether or not an evaluatee's work is satisfactory, and, if necessary, can be done at any time during the cycle, so long as previous steps in the cycle have been completed and documented.

During the summative evaluation conference, the evaluator shall review and discuss each evaluation Standard and indicate whether the Performance Criteria have been met, not met, or if growth is needed. A copy of the summative Evaluation Conference Form shall be provided to the evaluatee. The results from the Summative Conference shall be noted on the Final Summative Evaluation Form, with each Standard being marked as "Meets" or "Does Not Meet."

A Corrective Action Plan shall be developed for any Standard marked as "Does Not Meet" to provide assistance and support to the evaluatee to attain the standard. Procedures are given in Appendix 5.2.

Both the evaluator and evaluatee shall sign the Final Summative Evaluation Form. The evaluatee may attach additional comments to the evaluation, prior to April, with these comments becoming a part of the official personnel file. The final Summative Evaluation Forms are to be submitted by the scheduled due dates.

In deciding whether or not an evaluatee's work is satisfactory, the evaluator shall identify the Standards which are being met as determined by the Performance Criteria, and, where they are not being met, whether movement toward attainment is indicated by reviewing data from formative evaluation (i.e., evaluatee's progress, or lack of, toward accomplishment of improvement objectives established for the employee). In all cases where data support the evaluatee's accomplishment of that which was prescribed - even when accomplishment does not result in full attainment of the Standard - performance is to be termed satisfactory. Non-attainment of a Standard does not necessarily indicate overall unsatisfactory performance.

Failure - either through unwillingness or inability - to make satisfactory progress as previously documented by the evaluator on Formative Report Forms, Individual Corrective Action Plan, assistance team documentation, memos, or other forms of documentation, does indicate overall unsatisfactory performance. When this is the case, the evaluator must so indicate in the appropriate place on the Summative Conference

Form and the Summative Evaluation Form. When a "Does not recommend for re-employment" is made, this must be communicated to the evaluatee during a conference in writing.

For those employees whose Summative evaluation will result in a termination of employment, the written recommendation for non-renewal of contract accompanied by supporting documentation must be given to the Superintendent no later than April 15. (KRS 161.790).

Administrators receive annual Summative evaluations according to 704 KAR 3:345. This includes Central Office certified staff, principals, assistant principals, and guidance counselors. These administrators must have an individual Professional Growth Plan and a Summative Evaluation each year, whether they are tenured or non-tenured.

RESPONSIBILITIES FOR EVALUATION

The Pendleton County Board of Education will evaluate the superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education.

The superintendent or designee will evaluate central office administrators and principals.

Itinerant certified staff will be evaluated by their immediate supervisor.

The principals will evaluate assistant principals, counselors, and social workers.

Principals or their designee will evaluate classroom teachers, library/media specialists, speech therapists, and other certified staff assigned to their school.

All Final Summative Evaluations shall be completed by the scheduled due dates.

OPPORTUNITY FOR RESPONSE

Both parties in the Pendleton County evaluation system have the opportunity to make written comments in spaces provided on Individual Corrective Action Plans and the Summative Evaluation forms. Additional written responses may also be made and attached and become part of the official personnel file. Signatures on evaluation forms merely indicate that the evaluation process has been executed and do not necessarily indicate an agreement.

A copy of the evaluation shall be provided to the evaluatee. 704 KAR 3:345, Section 4(2) (e).

OFFICIAL FORMS

All evaluations of certified staff in the Pendleton County Schools will be recorded on official forms provided in this plan, and all summative evaluation forms (except the Superintendent's) and a copy of the individual professional growth plan will be filed in the employee's personnel file at the Board Office.

PROFESSIONAL GROWTH AND EVALUATION FOR CERTIFIED PERSONNEL BY LIST

Principals and school administrators must provide the certified personnel with an explanation and discussion of the local evaluation performance criteria no later than the end of the first month of reporting for employment for each school year. The district evaluation/professional development coordinator is the local resources to assist the school administrator.

It is recommended that the school administrator (principal) conduct a professional growth evaluation orientation at a formal meeting, such as a faculty meeting of all certified school personnel, and present the following materials:

1. Performance Standards with Indicators
2. Pre-Observation Form
3. Formative Data Collection Form
4. Post Observation Form
5. Summative Conferencing Form
6. Summative Evaluation Form, and
7. Individual Professional Growth Plan Form.

Throughout the orientation presentation/meeting, the principal (school administrator) should stress that the purpose of personnel evaluation is to improve instruction by developing and implementing a meaningful, individual professional growth plan, one that is carefully planned, standards-based, and school-based.

Keep in mind that it is the evaluator's primary responsibility to inform teachers/school administrators of the evaluation/professional growth process and ensure that all certified school personnel receive evaluation information required by law. Records must be kept regarding this process of information sharing. For example, if the evaluation information were shared at a faculty meeting, attendance records must be kept to ensure that all certified personnel have received the evaluation information.

EVALUATION TIMELINE FOR CERTIFIED PERSONNEL

- I. The Evaluation Orientation must furnish employees a timeline and evaluation requirements.
- II. By August 31
 - A. Orientation of evaluators to the local evaluation plan.
 - B. Review specific evaluation instruments.
 - C. Establish current year evaluation cycle.
- III. By September 15
 - A. Orientation of staff to the evaluation plan—building principal will brief the certified staff to the district evaluation plan at the opening of school each year. This is to be completed the first 30 days of employment. The superintendent or designee will brief principals and Central Office staff.
 1. Evaluation schedule- a schedule of teachers to be evaluated for the three-year cycle and their immediate supervisor (primary evaluator) shall be communicated to the staff.
 - a. Tenured—are to be evaluated with one formative observation each year and one summative conference within a three-year cycle. Multiple formative observations for tenured teachers may be scheduled at the discretion of the evaluator or when the initial observation is unsatisfactory.
 - b. Non-tenured—are to be evaluated with at least two (2) formative observations each year and one summative conference each year until awarded tenured status.

- c. Itinerant—are to be evaluated according to tenured/non-tenured status and with collaboration among principals to determine which year(s) of the three-year cycle is designated as their summative year. Their primary evaluator will be their immediate supervisor.
 - d. Administrators shall be evaluated once summatively on an annual basis.
2. Forms and reports will be reviewed and discussed with staff.
- a. Pre-observation worksheet—form to be completed by the evaluatee prior to the pre-observation conference
 - b. Formative evaluation report form—the collection of data that is used to determine the teacher's effectiveness with predetermined criteria and standards of measurement. This data becomes part of the personnel file at the school level.
 - c. Summative conferencing form – form used to summarize and share with evaluatee, all data and evidence collected from multiple formal and informal formative observations. This data becomes part of the personnel file at the school level.
 - d. Summative evaluation report—the final report that will summarize the formative data and result in an evaluator's assessment of the evaluatee's performance and becomes part of the evaluatee's school and district personnel file.
 - e. Corrective action plan—a specific report completed by both the evaluator and evaluatee which identifies specific area(s) of need to correct immediately and becomes part of the evaluatee's school and district personnel file.
 - f. Professional Growth Plan—a report to be completed during the formative/summative conferences that will provide a plan of growth for the evaluatee. It becomes part of the evaluatee's school and district personnel file
3. Evaluation plan revisions—any changes, additions, and/or deletions to the plan will be discussed.
4. Appeal procedure—will be discussed to clarify the appropriate procedure in the event of its need.
- B. Preparation of teacher folders—prior to the beginning classroom observations, the principal will prepare folders for the teachers scheduled for the current year's evaluation cycle. Each folder will include the following by the end of the year's cycle:
- 1. Pre-observation worksheet
 - 2. Scripting notes
 - 3. Formative evaluation report
 - 4. Professional Growth plan
 - 5. Summative conferencing form
 - 6. Summative evaluation report
 - 7. A list of other documents/products that will be a part of the evaluation process
- C. Informal rapport-building classroom visits and walk throughs—principals will conduct these in an effort to become better acquainted with the evaluatee, the employee's teaching style and develop an atmosphere of mutual trust and interest. Principal may collect data to support summative evaluation process.
- D. At least one visit per certified staff member—each faculty member shall be visited at least once each year, formally and informally.

IV. Formative Evaluation Sequence (Non-tenured Teachers and Tenured teachers):

- A. Before Winter Vacation – (First round of the formative evaluation information gathering should be completed.)
1. Evaluatee completes pre-observation worksheet prior to the pre-observation conference.
 2. Pre-observation conference—meeting between the evaluatee/evaluator to discuss the classroom observation.
 3. Classroom observation—principal visits classroom to collect data concerning teacher behaviors. Initial formative classroom observation shall be at least 45 minutes to include at least 20 minutes of coding by the evaluator. All monitoring and observation will be conducted openly with the full knowledge of the evaluatee.
 4. Formative evaluation conference/professional growth plan—formative evaluation conference to discuss the formative evaluation report, develop a Professional Growth Plan, and provide copies to the evaluatee. A formative evaluation conference will occur within one work week following each formative observation.
 5. The intern evaluation process for KTIP will be used to complete the Summative Evaluation Form of the district.
 6. At the request of a teacher, observations by other teachers trained in the teacher’s content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers. A teacher who exercises this option must do so by February 15 in writing. If the evaluator and evaluatee do not agree on the third party observer within five (5) work days, the evaluator will select the observer.
 7. Evaluation criteria will be based on the standards that match the evaluatee. These standards are the ISLLC Standards for administrators, Teachers Standards for teachers, and standards for other specific jobs as matched to those in this document.
 8. Each of the Performance Indicators will be judged according to the following ratings: “Meets”, “Growth Needed”, “Does Not Meet.” More than one rating can be marked. There is no set number for the number of performance indicators to be marked for the standard to be marked as “Does Not Meet” but should be done holistically.
 9. Each of the Standards used as evaluation criteria will be judged according to the following ratings: “Meets” or “Does Not Meet”. If an evaluatee receives a “Does Not Meet” on the Final Summative Report Form, an Individual Corrective Action Plan shall be written to address that standard. The ICAP indicates the goals and objectives designed to address the standards, the procedures and activities designed to achieve the goals and objectives, and the monitoring means and times.
 10. An Employee Intensive Assistance Team may be requested for any tenured or non-tenured teacher “not meeting district standards” on more than one standard or if satisfactory progress is not being made on the ICAP.
 11. The Pendleton County School District will allow ample time between required formative observations for the employee to engage in growth activities for identifying and correcting weaknesses. A timeline will be developed for the improvement plan.
- B. By March 15
1. Repeat steps 1-4 for non-tenured and tenured teachers for the second formative. Further formative observations may be needed if the teacher “does not meet district standards” on any criteria in the formative evaluation report.
- C. By April 10

1. Summative Conference/Evaluation—final meeting between the evaluatee and evaluator to summarize formative data collection, communicate the final evaluation assessment, and provide copies to the evaluatee.

D. By April 15

1. File all formative and summative conferencing forms, a copy of summative evaluation reports, and Corrective Action Plans in the teachers' school files in the principal's office.
2. File the original summative evaluation report in the superintendent's office—this report becomes part of the certified employee's personnel record.

E. Before the last day of school

1. File the original Individual Growth Plan in the school personnel file and send a copy to the district office to be placed in the certified employee's personnel file.
2. Turn in tracking report to the Evaluation Coordinator

F. By June 15

1. File administrators' summative evaluation reports and Individual Growth Plans in the certified employee's personnel file at the district office.
2. Meeting of evaluation ad hoc committee to review and revise the evaluation plan annually.

V. Appeal Procedure - If the evaluatee believes the formative/summative assessments are inaccurate, unfair, or the evaluation procedures were abridged in some manner, they have the right to an appeal in writing to the Pendleton County Evaluation Appeals Panel.

The written appeal will be filed in the evaluatee's personnel file at the school and district level.

ADMINISTRATIVE EVALUATION

I. Formative Evaluation

1. Formative Evaluation for all building level and central office administrators will be measured by the use of individual job performance criteria and by the degree of accomplishment of mutually established improvement goals.
2. All administrative staff will be versed in the use of the Pendleton County Administrative Evaluation Process and have been a part of establishing job description criteria.
3. The Superintendent of Schools or designee will be the evaluator for all administrators with the exception of assistant principals and guidance counselors. Each administrator will be evaluated annually.
4. The Board of Education will evaluate the Superintendent of Schools.

II. Administrative Evaluation Timelines

1. The Superintendent or designee will hold a conference with each administrator within the first month of employment. The building principal will conduct conferences with each administrator at the building level. The conference will include:
 - A. a discussion of the evaluation document, standards, and job performance criteria,
 - B. the establishment of professional improvement goals for the year,
 - C. the district goals for the upcoming school year.
2. The Superintendent or designee will monitor the administrator July --May.
3. A formative conference will be held by June 15. During this conference the Superintendent/Designee/Building Administrator will:
 - A. discuss areas of strengths and weaknesses,
 - B. finalizes and clarifies goals that have been mutually established,
 - C. review plans for implementation of all goals and improvements.
4. The Superintendent/Designee/Building Administrator will assist the administrator by offering suggestions and providing resource materials on improvement goals.
5. A timeline for improvement and method of appraisal will be collectively established. The main focus of evaluation will be on improvement goals of the evaluatee.
6. The Final Summative Evaluation Form and Individual Professional Growth Plan are due by June 15.

TRAINING

CERTIFICATION REQUIREMENTS FOR EVALUATORS

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

This training shall be in any one, or a combination, of the following skill areas (delivered from a variety of approved training sources):

1. use of the local evaluation process;
2. identification of effective teaching and management practices;
3. effective observation and conferencing techniques;
4. establishing and assisting with certified employees professional growth plans; or
5. summative evaluation techniques.

KTIP training also satisfies the requirement for evaluation training not to exceed six (6) hours per 2 year cycle.

EVALUATION OF SUPERINTENDENT

The evaluation of the Superintendent is developed and completed by the Pendleton County Board of Education. In accordance with KRS 156.111, continuing education for the Superintendent shall include:

- A: Participation in forty-two (42) hours of KDE approved training over twenty-four (24) months; or
- B. Completion of an annual individual growth training plan of at least twenty-one (21) hours.

THE CERTIFIED EVALUATION APPEALS PROCESS

Certified Evaluation Appeals Panel Election Procedures

1. The certified employees shall elect two members and two alternates to serve on the Certified Evaluations Appeal Panel.
2. **The Pendleton County Board of Education shall appoint one certified employee to serve on the panel as chairperson of the panel for a two (2) year term.**
3. By September 1, yearly, all certified employees shall be given an application to serve as a member of the Certified Employee Appeals Panel, if elected.
4. Employees interested in serving, if elected, are to return their completed application to the Central Office to the Evaluation Coordinator within one week of receipt.
5. By September 15, ballots listing the candidates shall be prepared and distributed to all certified staff members by the Evaluation Coordinator.
6. Completed ballots shall be collected by the principal or designee at each school and sent to the Evaluation Coordinator by the next school day where they will be kept on file for 2 years.
7. The Evaluation Coordinator shall total the votes. Tally sheets shall be kept on file at the central office for two years.
8. Each election year, the four candidates with largest votes are named as members of the appeals panel.
9. The candidates receiving the first and second largest vote totals shall be named primary panel members. The candidates receiving the third and fourth largest vote shall serve on the panel whenever the primary panel members are unable to participate.
10. Primary and alternate panel members will serve 2-year terms with members being elected every other year. Members may serve more than one term on the Certified Evaluation Appeals Panel.

How to Appeal Certified Evaluations

1. Any certified employee who believes he or she was not fairly assessed on the Final Summative Evaluation Form may appeal for a review to the chairperson of the Certified Employee Appeals Panel within five (5) work days of signing and dating the final Summative Evaluation form. Appeals not made within the five (5) work days shall be considered untimely and not reviewable.
2. The request for review must be submitted on the appropriate appeal form in the certified evaluation plan. The appeal form must:
 - a. Be attached to a copy of the final evaluation form
 - b. Include a written statement which details both the disagreement and the reason(s) for his/her disagreement (procedural and/or qualitative).
 - c. Include pertinent documentation that the evaluatee wants the Panel to review
 - d. Be submitted to the chairperson within five (5) work days of the signing and dating of the Final Summative Evaluation form.
3. The certified employee appealing to the Panel has the burden of proof. The evaluator may respond to any statements made and evidence presented by the certified employee and may present any evidence that supports the Summative evaluation.
4. The chair will convene the Appeals Panel and it will complete its review of the evaluation data no more than five (5) work days after receipt of the request for review. The Chairperson may disallow materials and/or information to be presented or used in the hearing when she/he determines that such materials and/or information is not relevant to the appeal.

5. The panel may issue, no more than two (2) work days after meeting to review the appeal, an invitation to both the evaluatee and the evaluator to meet with the panel (separately, not together). The purpose of this would be to obtain additional information needed to prepare a hearing.
 - a. All documentation will be reviewed in the presence of all three (3) panel members.
 - b. Both parties will be given the opportunity to review all documentation reasonably in advance of the hearing.
 - c. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation shall not be carried away from the established meeting by either parties involved or by the Panel Members.
6. The panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by panel members during the hearing.
7. The members of the Certified Employee Appeals Panel, the evaluatee, and the evaluator will be notified of the time, date, and place of the hearing by the Chairperson. The hearing must take place within fifteen (15) work days from the date the appeal is filed.
8. Both the evaluatee and the evaluator are notified of the right to be accompanied by a chosen representative including legal counsel, at their own personal expense.
9. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.
10. No member of the panel shall serve on any appeal in which he/she was the evaluator or the evaluatee or serve on any appeal brought by the member's immediate family (spouse, parents, children, step-parents of children, or in-laws).
11. Panel members, with just cause, may request to be excused from a particular hearing by submitting a letter to the panel chairperson.
12. The duties of the appeals panel shall be limited to a review of the summative evaluation of any certified employee who does not agree with his/her evaluation and who appeals to the panel for review of the same. The panel's review shall be limited to whether the evaluation did or did not have a factual basis.
13. All hearings will be confidential and will follow these written procedures of the Panel.
14. Pursuant to KRS 156.557—Standards For Improving Performance of Certified School Personnel, and 704 KAR 3:345—Evaluation Guidelines, any certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of evaluations, and the panel's review shall be limited to the record of proceedings at the local district level.

Procedures for Conducting a Certified Evaluation Appeals Hearing

1. The evaluatee and the evaluator shall both be present at the hearing.
2. The hearing shall be tape recorded by the chairperson of the Panel.
3. An overview of the process and the role of the Panel shall be given at the beginning of the hearing.
4. No additional written documents or exhibits are permitted to be presented at the hearings that were not submitted five work days before the hearing. (Panel members, evaluatee, and evaluator have been supplied with all written documents or exhibits to be considered five work days prior to the hearing day.)
5. Both the certified employee and the evaluator may present relevant evidence and expert testimony and may be represented and assisted at the hearing by a chosen representative including a legal counsel, at their own personal expense.
6. A tentative agenda will be presented to each party for approval at the beginning of the hearing. Each party will be allocated a reasonable amount of time in which to present relevant information and evidence pertinent to the appeal.
7. Panel members may ask questions during or after each presentation for clarification.
8. The certified employee and evaluator may make both opening and closing statements.
9. The certified employee and the evaluator will be dismissed in order for the Panel to deliberate.
10. The Certified Evaluation Appeals Panel will reach its decision by consensus.
11. Recommendations that the Panel may choose are:
 - A. Recommendation that the summative evaluation should be filed as submitted.
 - B. Recommendation that the summative evaluation be changed in the manner and for the substantive or procedural reasons stated by the Panel.
 - C. Recommendation that further investigation should be conducted by the Superintendent.
12. The Superintendent, evaluatee, and the evaluator shall be notified in writing of the Panel's finding within three (3) work days from the date of the hearing.
13. At the conclusion of the Panel's deliberations, all written materials reviewed during the hearing will be collected and destroyed by the chairperson. If the Panel recommends further investigation by the Superintendent, such materials will be destroyed after completion of any additional investigation. The chairperson shall destroy the tape recording one year after the date of the hearing.
14. The superintendent shall receive the panel's recommendation and shall take such action, as he deems appropriate or necessary.
15. If the recommendation is for further investigation by the superintendent, the superintendent shall conduct a review of the situation and make a final determination, based upon facts of the case, as indicated by reviewing the evaluation data. The superintendent may interview the evaluatee, evaluator, and members of the appeals committee.
16. The superintendent shall file the panel's and/or superintendent's recommendation in the appealing employee's personnel file.
17. If the employee or evaluator is dissatisfied with the appeals committee findings, they shall notify the Superintendent in writing of the complaint, with justification of complaint within five (5) work days of the receipt of the appeals committee's decision.

18. A certified employee who wishes to do so may take the matter to the State Board of Education after the local appeal process has been completed in procedural matters only.
19. In the event the Superintendent was the evaluator, the recommendations of the panel shall go directly to the Board of Education. The Board shall review the Panel's recommendation and render a final decision on the appeal.

CONFIDENTIALITY OF RECORDS

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

ACCESSIBILITY

Evaluation records will be accessible only to:

1. Members of the District Evaluation Appeals Panel when an employee has appealed his/her summative evaluation to the Panel.
2. Administrators who supervise, or share the supervision of, the evaluatee. Generally, these administrators will include the Principal/Assistant Principal in the evaluatee's building, the Superintendent, and other District level administrative staff members, as designated by the Superintendent.
3. The Board, if the majority of Board members vote to request such access. Board members shall review evaluation records in a closed Board meeting in the presence of the Superintendent.
4. Records may be subpoenaed in cases where litigation occurs.

**CERTIFIED EVALUATION CYCLE TIMELINE
FOR
MANAGEMENT OF PROFESSIONAL GROWTH PLAN AND DATA COLLECTION**

STEP	TIMELINE
1. Build Individual Professional Growth Plan -all certified employees	<ul style="list-style-type: none"> • As early as May 1 of the current school year, & • No later than October 1 of the ensuing school year • To be filed in the district personnel file by October 15
2. Review Evaluation Plan, including Standards and Performance Criteria and individual school's indicators for criteria	<ul style="list-style-type: none"> • No later than the end of 1st month of employees reporting for employment
2a. Give out applications for local evaluation appeals panel	<ul style="list-style-type: none"> • Before September 15
3. As soon as Individual Professional Growth Plan (or Individual Corrective Action Plan, if needed) is signed	<ul style="list-style-type: none"> • Implement Action Plans
4. Observations and conferences for data collection regarding performance of employee:	Conferences are to follow classroom observations by no more than five work days.
4A. Classroom Teachers: Non-tenured teacher interns	4A. Three observations and post-observation conferences per school year, following KTIP requirements: First by <u>November 15</u> Second by <u>February 15</u> Third by <u>April 10</u>
4B. Classroom Teachers: Non –Tenured	4B. Two Observation and conferences per school year: First – before winter vacation Second – no later than March 15 Summative by April 10 Final Summative Evaluation Form to C.O. by April 15
4C. Classroom Teachers: Tenured	4C. One observation/conference per school year no later than March 15 . During the third year of the evaluation cycle, summative evaluation conference will take place during the spring semester of that year. Final Summative Evaluation Form due to C.O. by April 15 .
4D. Other Certified staff (school & district: non-teaching employees; administrators)	4D. Conference at least once each year for update regarding performance criteria and progress of Growth/Action Plans
4A/B/C/D. Classroom Teachers, other certified staff; non teaching employees; administrators	4.A/B/C/D *At any time, memos regarding outstanding performance may be written; *At any time, conferences may be conducted and Individual Corrective Action Plans and/or memos written to note areas of concern. These become part of the evaluation folder.
5. Continuous Observations/ Conferences/Corrective Action Plans	5. At any time; prior notice is not required
6A. Assess results, review/revise if needed, the current year's Professional Growth Plan	No later than the last day of the school year .
6B. Evaluator recommendation for non-renewal of contract	In writing to the Superintendent no later than April 15 .

APPENDICES

APPENDIX 1: CERTIFIED EVALUATION STANDARDS AND PERFORMANCE INDICATORS

- 1.1 Administrators
- 1.2 Teachers
- 1.3 Guidance Counselors
- 1.4 Social Workers
- 1.5 Library/Media Specialists
- 1.6 Speech/Language Pathologists

APPENDIX 2: DATA COLLECTION FORMS

- 2.1 Administrators
- 2.2 Teachers
- 2.3 Guidance Counselors
- 2.4 Social Workers
- 2.5 Library/Media Specialists
- 2.6 Speech/Language Pathologists

APPENDIX 3: SUMMATIVE CONFERENCING FORMS

- 3.1 Administrators
- 3.2 Teachers
- 3.3 Guidance Counselors
- 3.4 Social Workers
- 3.5 Library/Media Specialists
- 3.6 Speech/Language Pathologists

APPENDIX 4: FINAL SUMMATIVE EVALUATION FORM

- 4.1 Administrators
- 4.2 Teachers
- 4.3 Guidance Counselors
- 4.4 Social Workers
- 4.5 Library/Media Specialists
- 4.6 Speech/Language Pathologists

APPENDIX 5: OTHER FORMS AND INFORMATION

- 5.1 Pre-Observation Form
- 5.2 Instructions for Completing a Corrective Action Plan
- 5.3 Corrective Action Plan
- 5.4 Intensive Assistance Team Date Verification Form
- 5.5 Intensive Assistance Team Log
- 5.6 Individual Professional Growth Plan
- 5.7 Formative Evaluation Report Form-Teacher
- 5.8 Formative Evaluation Report Form-General
- 5.9 Application for Election to Appeals Panel
- 5.10 Certified Evaluation Appeals Request Form
- 5.11 Certified Evaluation Tips for Principals
- 5.12 Ethical Guidelines for Evaluators
- 5.13 Scripting and Conferencing

Evaluation Standards and Performance Indicators for Education Administrators
(All performance criteria may not apply to all administrative positions.)

Standard 1: Vision

- 1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community.
- 1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.
- 1.3 The core beliefs of the school vision are modeled for all stakeholders.
- 1.4 The vision is developed with and among stakeholders.
- 1.5 The contributions of school community members to the realization of the vision are recognized and celebrated.
- 1.6 Progress toward the vision and mission is communicated to all stakeholders.
- 1.7 The school community is involved in school improvement efforts.
- 1.8 The vision shapes the educational programs, plans, and actions.
- 1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
- 1.10 Assessment data related to student learning are used to develop the school vision and goals.
- 1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals.
- 1.12 Barriers to achieving the vision are identified, clarified, and addressed.
- 1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals.
- 1.14 Existing resources are used in support of the school vision and goals.
- 1.15 The vision, mission and implementation plans are regularly monitored, evaluated and revised.

Standard 2: School Culture and Learning

- 2.1 All individuals are treated with fairness, dignity, and respect.
- 2.2 Professional development promotes a focus on student learning consistent with the school vision and goals.
- 2.3 Students and staff feel valued and important.
- 2.4 The responsibilities and contributions of each individual are acknowledged.
- 2.5 Barriers to student learning are identified, clarified, and addressed.
- 2.6 Diversity is considered in developing learning experiences.
- 2.7 Life long learning is encouraged and modeled.
- 2.8 There is a culture of high expectations for self, student, and staff performance.
- 2.9 Technologies are used in teaching and learning.
- 2.10 Student and staff accomplishments are recognized and celebrated.
- 2.11 Multiple opportunities to learn are available to all students.
- 2.12 The school is organized and aligned for success.
- 2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.
- 2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies.
- 2.15 The school culture and climate are assessed on a regular basis.
- 2.16 A variety of sources of information is used to make decisions.
- 2.17 Student leaning is assessed using a variety of techniques.
- 2.18 Multiple sources of information regarding performance are used by staff and students.
- 2.19 A variety of supervisory and evaluation models is employed.
- 2.20 Pupil personnel programs are developed to meet the needs of students and their families.

Standard 3: Management

- 3.1 Knowledge of learning, teaching, and student development is used to inform management decisions.
- 3.2 Operational procedures are designed and managed to maximize opportunities for successful learning.
- 3.3 Emerging trends are recognized, studied, and applied as appropriate.
- 3.4 Operational plans and procedures to achieve the vision and goals of the school are in place.
- 3.5 Collective bargaining and other contractual agreements related to the school are effectively managed.
- 3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively.
- 3.7 Time is managed to maximize attainment of organizational goals.
- 3.8 Potential problems and opportunities are identified.
- 3.9 Problems are confronted and resolved in a timely manner.
- 3.10 Financial, human, and material resources are aligned to the goals of schools.
- 3.11 The school acts entrepreneurially to support continuous improvement.
- 3.12 Organizational systems are regularly monitored and modified as needed.
- 3.13 Stakeholders are involved in decisions affecting schools.
- 3.14 Responsibility is shared to maximize ownership and accountability.
- 3.15 Effective problem-framing and problem-solving skills are used.
- 3.16 Effective conflict resolution skills are used.
- 3.17 Effective group-process and consensus-building skills are used.
- 3.18 Effective communication skills are used.
- 3.19 There is effective use of technology to manage school operations.
- 3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively.
- 3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained.
- 3.22 Human resource functions support the attainment of school goals.
- 3.23 Confidentiality and privacy of school records are maintained.

Standard 4: Collaboration

- 4.1 High visibility, active involvement, and communication with the larger community is a priority.
- 4.2 Relationships with community leaders are identified and nurtured.
- 4.3 Information about family and community concerns, expectations, and needs is used regularly.
- 4.4 There is outreach to different business, religious, political, and service agencies and organizations.
- 4.5 Credence is given to individuals and groups whose values and opinions may conflict.
- 4.6 The school and community serve one another as resources..
- 4.7 Available community resources are secured to help the school solve problems and achieve goals.
- 4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
- 4.9 Community youth family services are integrated with school programs.
- 4.10 Community stakeholders are treated equitably.
- 4.11 Diversity is recognized and valued.
- 4.12 Effective media relations are developed and maintained.
- 4.13 A comprehensive program of community relations is established.
- 4.14 Public resources and funds are used appropriately and wisely.
- 4.15 Community collaboration is modeled for staff.
- 4.16 Opportunities for staff to develop collaborative skills are provided.

Standard 5: Integrity, Fairness, Ethics

- 5.1 Examines personal and professional values.
- 5.2 Demonstrates a personal and professional code of ethics.
- 5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- 5.4 Serves as a role model.
- 5.5 Accepts responsibility for school operations.
- 5.6 Considers the impact of one's administrative practices on others.
- 5.7 Uses the influence of the office to enhance the educational program rather than for personal gain.
- 5.8 Treats people fairly, equitably, and with dignity and respect.

- 5.9 Protects the rights and confidentiality of students and staff.
- 5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community.
- 5.11 Recognized and respects the legitimate authority of others.
- 5.12 Examines and considers the prevailing values of the diverse school community.
- 5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior.
- 5.14 Opens the school to public scrutiny.
- 5.15 Fulfills legal and contractual obligations.
- 5.16 Applies laws and procedures fairly, wisely, and considerately.

Standard 6: Political, Economic, Legal

- 6.1 The environment in which schools operate is influenced on behalf of students and their families.
- 6.2 Communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.
- 6.3 There is ongoing dialogue with representatives of diverse community groups.
- 6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.
- 6.5 Public policy is shaped to provide quality education for students.
- 6.6 Lines of communication are developed with decision makers outside the school community.

APPENDIX 1: CERTIFIED EVALUATION STANDARDS AND PERFORMANCE INDICATORS

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- 1.2 Teachers
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Evaluation Standards and Performance Indicators for Teachers

Standard 1: Demonstrates Professional Leadership

- 1.1 Builds positive relationships within and between school and community.
- 1.2 Promotes leadership potential in colleagues.
- 1.3 Participates in professional organizations and activities.
- 1.4 Writes and speaks effectively.
- 1.5 Contributes to the profession knowledge and expertise about teaching and learning.
- 1.6 Guides the development of curriculum and instructional materials.
- 1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 1.8 Initiates and develops educational projects and programs.
- 1.9 Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 1.10 Demonstrates punctuality and good attendance for all duties.
- 1.11 Adheres to school board policies and administrative procedures
- 1.12 Adheres to the state professional Code of Ethics.

Standard 2: Demonstrates Knowledge of Content

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

Standard 3: Designs/Plans Instruction

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

Standard 4: Creates/Maintains Learning Climate

- 4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- 4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities.

- 4.3 Shows consistent sensitivity to individuals and responds to students objectively.
- 4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures.
- 4.5 Locates and organizes materials and equipment to create an enriched multimedia environment.
- 4.6 Encourages and supports individual and group inquiry.
- 4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
- 4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies.
- 4.9 Works with colleagues to develop an effective learning climate within the school.

Standard 5: Implements/Manages Instruction

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

Standard 6: Assess and Communicates Learning Results

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

Standard 7: Reflects/Evaluates Teaching/Learning

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

Standard 8: Collaborates with Colleagues/Parents/Others

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

Standard 9: Engages in Professional Development

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

Standard 10. Demonstrates implementation of Technology

- 10.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 10.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10 Practices equitable and legal use of computers and technology in professional activities.
- 10.11 Facilitates the lifelong learning of self and others through the use of technology.
- 10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 10.13 Applies research-based instructional practices that use computers and other technology.
- 10.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 10.15 Uses technology to support multiple assessments of student learning.
- 10.16 Instructs and supervises students in the ethical and legal use of technology.

Evaluation Standards and Performance Indicators for Guidance Counselors

Standard 1: Program Management, Research, and Evaluation

- 1.1 Define needs and priorities.
- 1.2 Determine objectives.
- 1.3 Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.
- 1.4 Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.
- 1.5 Evaluate the program to assure its contribution to the school's mission and goals.
- 1.6 Use information systems and technology

Standard 2: Developmental Guidance Curriculum

- 2.1 Assess the developmental need of students.
- 2.2 Address academic expectations and school-to-work initiatives.
- 2.3 Prepare students for successful transitions.
- 2.4 Evaluate the results of the curriculum's impact.
- 2.5 Modify the curriculum as needed to continually meet the needs of students.
- 2.6 Guide individuals and groups of students through the development of educational and career plans.
- 2.7 Provide guidance for maximizing personal growth and development.
- 2.8 Teach the school developmental guidance curriculum.
- 2.9 Assist teachers in the teaching of the guidance curriculum.

Standard 3: Individual/Small Group Counseling

- 3.1 Provide a safe, confidential setting in which students present their needs and concerns.
- 3.2 Promote wellness.
- 3.3 Respond to crises.
- 3.4 Communicate empathy and understanding.
- 3.5 Utilize a broad range of techniques and accepted theories appropriate to school counseling.
- 3.6 Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).
- 3.7 Intervene in problem/conflict situations and conduct follow-up sessions.
- 3.8 Respect and nurture the uniqueness of each student.
- 3.9 Mediate classroom and student conflict.
- 3.10 Empower students to develop and use their resources.

Standard 4: Consultation/Collaboration

- 4.1 Consult with parents, faculty, staff, administrators, and others to enhance their work with students.
- 4.2 Interpret relevant information concerning the developmental needs of students.
- 4.3 Reduce barriers to student learning through direct referred services.
- 4.4 Facilitate new student integration into the school environment.
- 4.5 Work with teachers to provide support for students in a crisis situation.
- 4.6 Interact with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees.
- 4.7 Facilitate successful communication between and among teachers, parents, teacher and students.
- 4.8 Work with teachers and administrators relevant to behavior management to promote and support intervention strategies.
- 4.9 Consult with external community and professional resources.

Standard 5: Coordination

- 5.1 Coordinate with school and community personnel, including school councils, to provide resources for students.
- 5.2 Use an effective referral process for assisting students and others to use special programs and services.
- 5.3 Identify community agencies for referral of students.

- 5.4 Maintain cooperative working relationships with community resources.
- 5.5 Facilitate successful transition from one level of education to the next, (i.e. elementary to middle.)

Standard 6: Assessment

- 6.1 Participate in the planning and evaluation of the district/school testing program.
- 6.2 Assess, interpret and communicate learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles.
- 6.3 Collaborate with staff concerning assessment of special needs students.
- 6.4 Use assessment results and other sources of student data in formulating student career/graduation plans.
- 6.5 Coordinate student records to ensure the confidentiality of assessment data.
- 6.6 Provide orientation sessions for faculty, students, and parents regarding the assessment program.

Standard 7: Adheres to Professional Standards

- 7.1 Adhere to professional codes of ethics of American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.
- 7.2 Adhere to federal/state laws and regulations related to education and child protection.
- 7.3 Be responsible for the on-going professional development.
- 7.4 Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
- 7.5 Be knowledgeable of the position statements of the American School Counselor Association.
- 7.6 Identify activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession.
- 7.7 Demonstrates punctuality and good attendance for all duties.

*Corrected copy
JPS*

Standard 8: Demonstrates Professional Leadership

- 8.1 Build positive relationships within and between school and community.
- 8.2 Promote leadership potential in colleagues.
- 8.3 Participate in professional organizations and activities.
- 8.4 Write and speak effectively.
- 8.5 Guides the development of curriculum and instructional materials.
- 8.6 Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 8.7 Initiates and develops educational projects and programs.
- 8.8 Practice effective listening, conflict resolution, and group-facilitation skills as a team member.
- 8.9 Present program in a manner that reflects sensitivity to a multicultural and global perspective.
- 8.10 Write for publication, present at conferences and provide professional development.
- 8.11 Work with colleagues to administer an effective learning climate within the school.

Standard 9: Engages in Professional Development

- 9.1 Establish priorities for professional growth.
- 9.2 Analyze student performance to help identify professional development needs.
- 9.3 Solicit input from others in the creation of individual professional development plans.
- 9.4 Implement knowledge and skills acquired through on-going professional development.
- 9.5 Modify own professional development plan to improve performance and to promote student learning.

Evaluation Standards and Performance Indicators For School Social Workers

Standard 1: Demonstrates Program Management and Evaluation Skills

- 1.1 Defines need, priorities, and develops objectives.
- 1.2 Organizes resources and activities to accomplish objectives.
- 1.3 Evaluates the program to assure accomplishment of program objectives.
- 1.4 Uses information systems and technology.
- 1.5 Keeps necessary records, data and reports as needed to provide professional services and be in compliance.
- 1.6 Communicates with stakeholders about types and effectiveness of services provided.

Standard 2: Demonstrates Knowledge of School Social Work Practice

- 2.1 Uses social work modalities and procedures.
- 2.2 Is knowledgeable of program development and management skills.
- 2.3 Is knowledgeable of human behavior and development.
- 2.4 Is knowledgeable of students' diverse cultural, linguistic, racial, and socio-economic backgrounds.
- 2.5 Is knowledgeable of community and school based resources.

Standard 3: Communicates/Collaborates Effectively

- 3.1 Consults with the classroom teachers to help them better understand and work with particular students.
- 3.2 Participates in parent/teacher conferences as needed.
- 3.3 Maintains channels of communication with principals, teachers, counselors and other school personnel providing feedback as needed.
- 3.4 Communicates with parents in a proactive and professional manner on an ongoing basis regarding students served.
- 3.5 Encourages respect for and sensitivity to all students, staff, and parents.
- 3.6 Works cooperatively with colleagues, is a team player.
- 3.7 Helps identify and provides input on school issues and problems.
- 3.8 Encourages and welcomes parents to participate in students learning and social activities.

Standard 4: Plans and Implements Effective Student Services

- 4.1 Plans and Develops social work services based on needs assessments.
- 4.2 Uses creativity and flexibility in providing social work services.
- 4.3 Effectively utilizes appropriate school and community resources and refers parents and students as needed.
- 4.4 Provides both prevention and intervention services to children, and families, including individual/ small group counseling and home visits.
- 4.5 Participates in IEP planning/assessments and ARC meetings as requested.
- 4.6 Is highly approachable by students, teachers and parents and is empathic and understanding.
- 4.7 Advocates for students and families to assure they receive fair and equitable services.
- 4.8 Provides services to assist with student transitions from grade to grade and school to school.

Standard 5: Follows School and District Policies and Administrative Procedures

- 5.1. Demonstrates punctuality and good attendance for all duties. *Change made*
- 5.2 Is willing to work on committees and completes other non-social work tasks. *JB*
- 5.3 Cooperates with the building level administrator(s).
- 5.4 Adheres to school board policies and administrative procedures.
- 5.5 Provides required reports/information in a timely manner.

- 6.2 Adheres to federal/state laws and regulations related to education, child protection, and mandatory reporting.
- 6.3 Participates in ongoing professional development.
- 6.4 Identifies activities that would be in conflict with the primary role of social worker and advocates for the best professional practices of the profession.

Evaluation Standards and Performance Indicators for Library Media Specialists

Standard 1: Demonstrates Proficiency as Administrator of the Library Media Program

- 1.1 Establishes long-range goals of the Library Media Program with faculty, administration, and students with sensitivity to physical, social, and cultural differences.
- 1.2 Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objective of the Library Media Program.
- 1.3 Administers the budget according to the goals and objectives of the program
- 1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the Library Media Program.
- 1.5 Develop and/or maintains Library Media Program and policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.
- 1.6 Administers a Library Media Program that utilizes flexible access and allows for differentiated learning.
- 1.7 Initiates and implements plans for maintaining a technologically current facility and program.
- 1.8 Organizes, classifies, and catalogs library materials; following nationally recognized professional standards such as AACR2R (Anglo American Cataloging Rules), latest edition Dewey, Sears, MARC format.
- 1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.
- 1.10 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis - identifying strengths and weaknesses.
- 1.11 Organizes and maintains the library media center as a functional, attractive, safe , and orderly environment for optimal use by students and faculty.
- 1.12 Publicizes the Library Media Program's services, and materials through newsletters, announcements, and other innovative ways.
- 1.13 Is responsible for the proper use of the facility, materials, and equipment
- 1.14 Enhances school curriculum with special enrichment projects or proposals
- 1.15 Trains and supervises Library Media Program clerical staff, volunteers, and student helpers.
- 1.16 Follows the SBDM approved selection policy that includes a procedure for the reconsideration of materials
- 1.17 Keeps automated catalog current.
- 1.18 Maintains statistical records needed to verify collection of the library media center holdings.
- 1.19 Makes general repairs, weeds, collection, and takes annual inventory.
- 1.20 Makes the library media center and its resources accessible to students and faculty
- 1.21 Facilitates the circulation of materials among schools in the district or with other agencies.
- 1.22 Provides appropriate resources for the school community.
- 1.23 Assists in the development and compliance of the school's policies and procedures.
- 1.24 Promotes compliance with the copyright law.
- 1.25 Handles concerns of others in a sensitive, positive, and professional manner to protect the users' rights to privacy and confidentiality
- 1.26 Practices effective listening, conflict resolution, and group facilitation skills as a team member.
- 1.27 Demonstrates punctuality and good attendance for all duties.

Standard 2: Library Media Specialist Demonstrates Proficiency as Teacher

- 2.1 Offers orientation for new faculty and students.
- 2.2 Informally evaluates individual and group needs and provides appropriate learning experiences.
- 2.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.
- 2.4 Fosters for independent and cooperative group learning.
- 2.5 Teaches information literacy as an integral part of the curriculum using a process model such as the Big6™.
- 2.6 Assists students in the selection of appropriate resources.
- 2.7 Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.
- 2.8 Promotes appreciation of various forms of literature emphasizing the highest quality.

- 2.9 Encourages students to develop life long reading, listening, viewing, and critical thinking skills and to become skilled in all modes of communication.
- 2.10 Incorporates the use of technology in accessing information.
- 2.11 Supports students in the use of multi-media for completed projects.
- 2.12 Trains and encourages staff in the use of new materials, technology, and equipment, demonstrating practical applications for curriculum connections.

Standard 3: Library Media Specialist Demonstrates Proficiency as Instructional Partner

- 3.1 Possesses broad knowledge of the school curriculum and the physical, cultural and social differences of student and plans with teachers and administration for development of collection of materials to promote student achievement.
- 3.2 Exercises a leadership role and serves as a catalyst in ensuring the Library Media Program is central to the instructional program of the school.
- 3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.
- 3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.
- 3.5 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprint materials.
- 3.6 Assists faculty in the selection of materials to supplement instruction.
- 3.7 Establishes positive rapport with staff, parents, and students.
- 3.8 Maintains effective communications with staff and students, e.g. informs faculty and student of new acquisitions and services.
- 3.9 Plans and implements a Library Media Program of library information literacy in collaboration with faculty and staff toward the achievement of the goals of KERA and the academic expectations.

Standard 4: Library Media Specialist Demonstrates Proficiency as Information Specialist

- 4.1 Chooses materials using selection tools, bibliographies, recommendations.
- 4.2 Develops and/or maintains a professional collection.
- 4.3 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment that support the school's curriculum and educational *expectations*.
- 4.4 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, listening, and instruction.
- 4.5 Is available as a personal resource for all students and faculty.
- 4.6 Attends professional growth activities and meetings.
- 4.7 Holds membership(s) in professional library organizations and participates in meetings, workshops, conferences, and other activities related to the field.
- 4.8 Adheres to the state professional Code of Ethics.

Standard 5: Demonstrates implementation of Technology

- 5.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 5.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 5.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 5.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 5.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 5.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 5.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.

- 5.8** Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 5.9** Designs lessons that use technology to address diverse student needs and learning styles.
- 5.10** Practices equitable and legal use of computers and technology in professional activities.
- 5.11** Facilitates the lifelong learning of self and others through the use of technology.
- 5.12** Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 5.13** Applies research-based instructional practices that use computers and other technology.
- 5.14** Uses computers and other technology for individual, small group, and large group learning activities.
- 5.15** Uses technology to support multiple assessments of student learning.
- 5.16** Instructs and supervises students in the ethical and legal use of technology.

Evaluation Standards and Performance Indicators for Speech/Language Pathologists

Standard 1: Demonstrates Professional Leadership

- 1.1 Builds positive relationships within and between school and community.
- 1.2 Promotes leadership potential in colleagues.
- 1.3 Participates in professional organizations and activities.
- 1.4 Writes and speaks effectively.
- 1.5 Contributes to the profession knowledge and expertise about teaching and learning.
- 1.6 Guides the development of curriculum and instructional materials.
- 1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 1.8 Initiates and develops educational projects and programs.
- 1.9 Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 1.10 Demonstrates punctuality and good attendance for all duties.
- 1.11 Adheres to school board policies and administrative procedures
- 1.12 Adheres to the state professional Code of Ethics.
- 1.13 Adheres to the state Laws and Regulations relating to Licensure as a Speech –Language Pathologist or Audiologist.

Standard 2: Demonstrates Knowledge of Content

- 2.1 Communicates a breadth of content knowledge across the discipline(s) to be taught.
- 2.2 Communicates a current knowledge of discipline(s) taught.
- 2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.
- 2.4 Demonstrates an overall knowledge of one’s discipline(s) that allows the teacher to teach to the students’ ability levels and learning styles.
- 2.5 Connects content knowledge to real-world applications.
- 2.6 Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
- 2.7 Analyzes sources of factual information for accuracy.
- 2.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
- 2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.
- 2.10 Selects appropriate annual goals based on one or more of Kentucky’s learning goals, academic expectations, and district school standards.

Standard 3: Designs/Plans Instruction

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

- 3.13 Designs/develops short-term objectives or benchmarks to support student's present level of educational performance.
- 3.14 Includes objectives, criteria and circumstances for measuring student performance when writing IPE objectives.

Standard 4: Creates/Maintains Learning Climate

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

Standard 5: Implements/Manages Instruction

- 5.1 Communicates specific goals and high expectations for learning.
- 5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
- 5.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
- 5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
- 5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.
- 5.6 Stimulates students to reflect on their own ideas and those of others.
- 5.7 Uses appropriate questioning strategies to help students solve problems and think critically.
- 5.8 Manages student examination of social issues relative to course content, possible responses, and associated consequences.
- 5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
- 5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines.
- 5.11 Makes effective use of media and technologies.
- 5.12 Makes efficient use of physical and human resources and time.
- 5.13 Provides opportunities for students to use and practice what is learned.
- 5.14 Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.
- 5.15 Provides correct amount of time and setting for specially designed instruction according to IEP.

Standard 6: Assess and Communicates Learning Results

- 6.1 Selects and uses appropriate assessments.
- 6.2 Makes appropriate provisions for assessment processes and address social, cultural, and physical diversity.
- 6.3 Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.
- 6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results.

- 6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
- 6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.
- 6.7 Appropriately reports on student progress on IEP goals and objectives for designated progress report dates
- 6.8 Systematically collects data on student's progress on IEP goals and objectives.
- 6.9 Can effectively present and explain student's progress data on IEP goals and objectives.
- 6.10 Conducts speech, language, fluency, voice, and hearing screenings in timely manner.
- 6.11 Makes appropriate referrals for audiological, central auditory processing, and ENT evaluations.
- 6.12 Conducts assessments using a variety of assessment tools (standardized tests, interviews, observations, social development history, adaptive behavior inventories, informal assessment) related to involvement and progress in the general curriculum described in Ky. Program of Studies.
- 6.13 Writes appropriate Written Integrated Reports for student's with Speech Language Impairments
- 6.14 Conducts appropriate behavioral observations documenting adverse effect of SLI impairment in educational settings.

Standard 7: Reflects/Evaluates Teaching/Learning

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

Standard 8: Collaborates with Colleagues/Parents/Others

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

Standard 9: Engages in Professional Development

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

Standard 10. Demonstrates implementation of Technology

- 10.1 Operates a multimedia computer and peripherals to install and use a variety of software.

- 10.2** Uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3** Demonstrates knowledge of the use of technology in business, industry, and society.
- 10.4** Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 10.5** Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 10.6** Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 10.7** Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 10.8** Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 10.9** Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10** Practices equitable and legal use of computers and technology in professional activities.
- 10.11** Facilitates the lifelong learning of self and others through the use of technology.
- 10.12** Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 10.13** Applies research-based instructional practices that use computers and other technology.
- 10.14** Uses computers and other technology for individual, small group, and large group learning activities.
- 10.15** Uses technology to support multiple assessments of student learning.
- 10.16** Instructs and supervises students in the ethical and legal use of technology.

APPENDIX 2: DATA COLLECTION FORMS

- 2.1 Administrators
- 2.2 Teachers
- 2.3 Guidance Counselors
- 2.4 Social Workers
- 2.5 Library/Media Specialists
- 2.6 Speech/Language Pathologists

PENDLETON COUNTY SCHOOLS EDUCATION ADMINISTRATORS DATA COLLECTION SUMMARY

(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.)

Observee _____ Position _____

Observer _____ 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: Vision	
<i>The education administrator facilitates processes and engages in activities ensuring that:</i>	
1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community	1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities	1.10 Assessment data related to student learning is used in developing the school vision and goals
1.3 The core beliefs of the school vision are modeled for all stakeholders	1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
1.4 The vision is developed with and among stakeholders	1.12 Barriers to achieving the vision is identified, clarified, and addressed
1.5 The contributions of school community members to the realization of the vision are recognized and celebrated	1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals
1.6 Progress toward the vision and mission is communicated to all stake holders	1.14 Existing resources are used in support of the school vision and goals
1.7 The school community is involved in school improvement efforts	1.15 The vision and implementation plans are regularly monitored, evaluated, and revised.
1.8 The vision shapes the educational programs, plans, and actions	STANDARD 1 (considerations for professional growth plan)

Standard 2: School Culture and Learning <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	
2.1 All individuals are treated with fairness, dignity, and respect	2.12 The school is organized and aligned for success
2.2 Professional development promotes a focus on student learning consistent with the school vision and goals	2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
2.3 Students and staff feel valued and important	2.14 Curricular decisions are based on research, expertise of teachers, and the recommendations of learned societies
2.4 The responsibilities and contributions of each individual are acknowledged	2.15 The school culture and climate are assessed on a regular basis
2.5 Barriers to student learning are identified, clarified, and addressed	2.16 A variety of sources in information is used to make decisions
2.6 Diversity is considered in developing learning experiences	2.17 Student learning is assessed using a variety of techniques
2.7 Life long learning is encouraged and modeled	2.18 Multiple sources of information regarding performance are used by staff and students.
2.8 There is a culture of high expectations for self, student, and staff performance	2.19 A variety of supervisory and evaluation models is employed
2.9 Technologies are used in teaching and learning	2.20 Pupil personnel programs are developed to meet the needs of students and their families
2.10 Student and staff accomplishments are recognized and celebrated	Standard 2. (considerations for professional growth plan)
2.11 Multiple opportunities to learn are available to all students	

Standard 3: Management <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	
3.1 Knowledge of learning, teaching, and student development is used to inform management decisions	3.13 Stakeholders are involved in decisions affecting schools
3.2 Operational procedures are designed and managed to maximize opportunities for successful learning	3.14 Responsibility is shared to maximize ownership and accountability
3.3 Emerging trends are recognized, studied, and applied as appropriate	3.15 Effective problem-framing and problem-solving skills are used
3.4 Operational plans procedures to achieve the vision and goals of the school are in place	3.16 Effective conflict resolution skills are used
3.5 Collective bargaining and other contractual agreements related to the school are effectively managed	3.17 Effective group-process and consensus-building skills are used
3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively	3.18 Effective communication skills are used
3.7 Time is managed to maximize attainment of organizational goals	3.19 There is effective use of technology to manage school operations
3.8 Potential problems and opportunities are identified	3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively
3.9 Problems are confronted and resolved in a timely manner	3.21 Safe, clean, and aesthetically pleasing school environment is created and maintained
3.10 Financial, human, and material resources are aligned to the goals of school	3.22 Human resources function support the attainment of school goals
3.11 The school acts entrepreneurially to support continuous improvement	3.23 Confidentiality and privacy of school records are maintained
3.12 Organizational systems are regularly monitored and modified as needed	Standard 3. (considerations for professional growth plan)

Standard 4: Collaboration <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	
4.1 High visibility, active involvement, and communication with the larger community is a priority	4.10 Community stakeholders are treated equitably
4.2 Relationships with community leaders are identified and nurtured	4.11 Diversity is recognized and valued
4.3 Information about family and community concerns, expectations, and needs is used regularly	4.12 Effective media relations are developed and maintained
4.4 There is outreach to different business, religions, political, and service agencies and organizations	4.13 Comprehensive program of community relations is established
4.5 Credence is given to individuals and groups whose values and opinions may conflict	4.14 Public resources and funds are used appropriately and wisely
4.6 The school and community serve one another as resources	4.15 Community collaboration is modeled for staff
4.7 Available community resources are secured to help the school solve problems and achieve goals	4.16 Opportunities for staff to develop collaborative skills are provided
4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals	Standard 4. (considerations for professional growth plan)
4.9 Community youth family services are integrated with school programs	

Standard 5: Integrity, Fairness, Ethics <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	
5.1 Examines personal and professional values	5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community
5.2 Demonstrates a personal and professional code of ethics	5.11 Recognized and respects the legitimate authority of others
5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance	5.12 Examines and considers the prevailing values of the diverse school community
5.4 Serves as a role model	5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior
5.5 Accepts responsibility for school operations	5.14 Opens the school to public scrutiny
5.6 Considers the impact of one's administrative practices on others	5.15 Fulfills legal and contractual obligations
5.7 Uses the influence of the office to enhance the educational program rather than for personal gain	5.16 Applies laws and procedures fairly, wisely, and considerately
5.8 Treats people fairly, equitably, and with dignity and respect	Standard 5. (considerations for professional growth plan)
5.9 Protects the rights and confidentiality of students and staff	

Standard 6: Political, Economic, Legal <i>The education administrator facilitates processes and engages in activities ensuring that</i>	
6.1 The environment in which schools operate is influenced on behalf of students and their families	6.5 Public policy is shaped to provide quality education for students
6.2 Communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate	6.6 Lines of communication are developed with decision makers outside the school community
6.3 There is ongoing dialogue with representatives of diverse community groups	Standard 6. (considerations for professional growth plan)
6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities	

**PENDLETON COUNTY SCHOOLS
TEACHER DATA COLLECTION SUMMARY**

(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.)

Evaluatee _____ Content Area _____ Grade(s) _____

Evaluator _____ Position _____

Classroom Observation Information:

Date _____ Unit of Study/Lesson _____

Time _____ Academic Expectations (No.'s) _____

(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 Professional Leadership: <i>The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.</i>	
1.1. Builds positive relationships within and between school and community.	1.8 Initiates and develops educational projects and programs.
1.2. Promotes leadership potential in colleagues.	1.9. Practices effective listening, conflict resolution, and group facilitation skills as a team member.
1.3. Participates in professional organizations and activities.	1.10. Demonstrates punctuality and good attendance for all duties.
1.4. Writes and speaks effectively.	1.11. Adheres to school board policies and administrative procedures.
1.5. Contributes to the professional knowledge and expertise about teaching and learning.	1.12. Adheres to the state professional Code of Ethics.
1.6. Guides the development of curriculum and instructional materials.	Standard 1. (Considerations for professional growth plan.)
1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.	

Standard 2: Demonstrates Knowledge of Content: <i>The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.</i>	
2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught.	2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
2.2. Communicates a current knowledge of discipline(s) taught.	2.7. Analyzes sources of factual information for accuracy.
2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the discipline.	2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.	2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.
2.5. Connects content knowledge to real-world applications.	Standard 2. Considerations for professional growth plan.)

<p>Standard 3: Designs/Plans Instruction: <i>The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i></p>	
3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.	3.8. Includes creative and appropriate use of technologies (e.g. audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.	3.9. Develops and implements appropriate assessment processes.
3.3. Integrates skills, thinking processes, and content across disciplines.	3.10. Secures and uses a variety of appropriate school and community resources to support learning.
3.4. Creates and uses learning experiences that challenge, motivate and actively involve the learner.	3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
3.5. Creates and uses learning experiences that are developmentally appropriate for learners.	3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.
3.6. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.	<p>Standard 3. (Considerations for professional growth plan.)</p>
3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur.	

Standard 4: Creates/Maintains Learning Climate: <i>The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge/</i>	
4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.	4.6. Encourages and supports individual and group inquiry.
4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.	4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
4.3. Shows consistent sensitivity to individuals and responds to students objectively.	4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.
4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.	4.9. Works with colleagues to develop an effective learning climate within the school.
4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.	Standard 4. (Considerations for professional growth plan.)

Standard 5: Implements/Manages Instruction: <i>The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>	
5.1. Communicates specific goals and high expectations for learning.	5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.	5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.
5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.	5.11. Makes effective use of media and technologies.
5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.	5.12. Makes efficient use of physical and human resources and time.
5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences.	5.13. Provides opportunities for students to use and practice what is learned.
5.6. Stimulates students to reflect on their own ideas and those of others.	5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.
5.7. Uses appropriate questioning strategies to help students solve problems and think critically.	Standard 5. (Considerations for professional growth plan.)
5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.	

<p>Standard 6: Assesses and Communicates Learning Results: <i>The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, becomes self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i></p>	
6.1. Selects and uses appropriate assessments.	6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.	6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.
6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.	Standard 6. (Considerations for professional growth plan.)
6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.	

Standard 7: Reflects/Evaluates Teaching/Learning: <i>The teacher reflects on and evaluates teaching/learning.</i>	
7.1. Assesses and analyzes the effectiveness of instruction.	7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.
7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.	Standard 7. (Considerations for professional growth plan.)
Standard 8: Collaborates with Colleagues/Parents/Others: <i>The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>	
8.1. Initiates collaboration with others and relates situations where collaboration with others will enhance student learning.	8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.	8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.

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.	Standard 5. Considerations for Professional Growth Plan

Standard 6: Assessment.	
6.1. Participates in the planning and evaluation of district/school testing program.	6.2. Assess, interprets, and communicates learning results to students, faculty, parents and community with respect to aptitude, achievement, interests, temperaments, and learning styles.
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 confidentiality of assessment data	6.6. Provides orientation sessions for faculty, students, and parents regarding the assessment program
Standard 6. Considerations for professional growth plan.	

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 Standards Board.	7.2 Adheres to federal/state laws and regulations related to education and child protection.
7.3. Is responsible for ongoing professional development	7.4. Acts in a role that clearly distinguishes him/her from any professional that administers discipline
7.5. Is knowledgeable of the position statements of the American School Counselor Association	7.6. Identifies activities that would be in conflict with the primary role of school counselor and to advocate for the best practice of the profession
7.7 Demonstrates punctuality and good attendance for all duties.	
Standard 7. Considerations for professional growth plan	

Standard 10: Demonstrates Implementation of Technology: <i>The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.</i>	
10.1. Operates a multimedia computer and peripherals to install and use a variety of software.	10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.	10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
10.3 Demonstrates knowledge of the use of technology in business, industry, and society.	10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.	10.9. Designs lessons that use technology to address diverse student needs and learning styles.
10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.	10.10 Practices equitable and legal use of computers and technology in professional activities.

10.11. Facilitates the lifelong learning of self and others through the use of technology.	10.15. Uses technology to support multiple assessments of student learning.
10.12. Explores, uses, and evaluates technology resources, software, applications, and related documentation.	10.16. Instructs and supervises students in the ethical and legal use of technology.
10.13. Applies research-based instructional practices that use computers and other technology.	Standard 10. (Considerations for professional growth plan.)
10.14. Uses computers and other technology for individual, small group, and large group learning activities.	

Standard 3: Communicates/Collaborates Effectively	
3.1 Consults with the classroom teachers to help them better understand and work with particular students.	3.2 Participates in parent/teacher conferences as needed.
3.3 Maintains channels of communication with principals, teachers, counselors and other school personnel providing feedback as needed.	3.4 Communicates with parents in a proactive and professional manner on an ongoing basis regarding student served.
3.5 Encourages respect for and sensitivity to all students, staff, and parents.	3.6 Works cooperatively with colleagues, is a team player.
3.7 Helps identify and provide input on school issues and problems.	3.8 Encourages and welcomes parents to participate in students learning and social activities.
Consideration for professional growth and/or Concerns for STANDARD 3:	
Standard 4: Plans and Implements Effective Student Services	
4.1 Plans and Develops social work services based on needs assessment.	4.2 Uses creativity and flexibility in providing social work services.
4.3 Effectively utilizes appropriate school and community resources and refers parents and students as needed.	4.4 Provides both prevention and invention services to children, and families, including individual/small group counseling and home visits.
4.5 Participates in IEP planning/assessment and ARC meetings as requested.	4.6 Is highly approachable by students, teachers and parents and is empathic and understanding.
4.7 Advocates for students and families to assure they receive fair and equitable services.	4.8 Provides services to assist with student's transitions from grade to grade and school to school.
Consideration for professional growth and/or Concerns for STANDARD 4:	
Standard 5: Follows School and District Policies and Administrative Procedures	
5.1 Demonstrates punctuality and good attendance for all duties.	5.2 Is willing to work on committees and completes other non-social tasks.
5.3 Cooperates with the building level administrator(s).	5.4 Adheres to school board policies and administrative procedures.
5.5 Provides required reports/information in a timely manner.	5.6 Effectively participates on school groups and committees as directed by principal.

2.9. Assists teachers in the teaching of the guidance curriculum	Standard 2. Considerations for professional growth plan.
Standard 3: Individual and Small Group Counseling.	
3.1. Provides a safe, confidential setting in which students present their needs and concerns	3.2. Promotes wellness
3.3. Responds to crisis	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, individual planning skills and counseling to facilitate informed choices.
3.7. Intervenes in problem/conflict situations and conducts follow-up sessions.	3.8. Respects and nurtures the uniqueness of each student.
3.9. Mediates classroom and student conflict	3.10. Empowers students to develop and use their resources.
Standard 3. Considerations for Professional Growth Plan	
Standard 4: Consultation and Collaboration	
4.1. Consults with parents, faculty, staff, administrators and others to enhance their work.	4.2. Interprets relevant information concerning the developmental needs of students.
4.3. Reduces barriers to student learning through direct referral service.	4.4. Facilitates new student integration into the school environment.
4.5. Works with teachers to provide support for students in crisis situations.	4.6. Interacts with school councils, school boards, Family/Youth Service Centers Advisory Councils, and/or school committees.
4.7. Facilitates successful communication between and among teachers, parents and students.	4.8. Works with teacher and administrators relevant to behavior management to promote and support intervention strategies.
4.9. Consults with external community and professional resources	Standard 4. Considerations for Professional Growth Plan.

Standard 5: Coordination.	
5.1. Coordinates 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.	Standard 5. Considerations for Professional Growth Plan
Standard 6: Assessment.	
6.1. Participates in the planning and evaluation of district/school testing program.	6.2. Assess, interprets, and communicates learning results to students, faculty, parents and community with respect to aptitude, achievement, interests, temperaments, and learning styles.
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 confidentiality of assessment data	6.6. Provides orientation sessions for faculty, students, and parents regarding the assessment program
Standard 6. Considerations for professional growth plan.	
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 Standards Board.	7.2. Adheres to federal/state laws and regulations related to education and child protection.
7.3. Is responsible for ongoing professional development	7.4. Acts in a role that clearly distinguishes him/her from any professional that administers discipline
7.5. Is knowledgeable of the position statements of the American School Counselor Association	7.6. Identifies activities that would be in conflict with the primary role of school counselor and to advocate for the best practice of the profession

Standard 7. Considerations for professional growth plan	
Standard 8: Demonstrates leadership.	
8.1. Builds positive relationships within and between school and community	8.2. Promotes leadership potential in colleagues.
8.3. Participates in professional development activities.	8.4. Writes and speaks effectively.
8.5. Guides the development of curriculum and instruction materials.	8.6. Participates in policy design and development at the local school, with professional organizations, and/or within community organizations with educationally related activities.
8.7. Initiates and develops educational projects and programs .	8.8. Practices effective listening, conflict resolution, and group facilitation skills as a team member.
Standard 8. Considerations for professional growth plan	
Standard 9: Engages in professional development	
9.1. Establishes priorities for professional growth.	9.2. Analyzes student performance to help identify professional development needs.
9.3. Solicits input from others in the creation of individual professional development	9.4. Implements knowledge and skills acquired through on-going professional development.
9.5. Modifies own professional development plans to improve performance and to promote student learning.	Standard 9. Considerations for professional growth plan.

**PENDLETON COUNTY SCHOOLS
SCHOOL SOCIAL WORKER DATA COLLECTION FORM**

(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.)

Evaluatee _____ Content Area/Grade(s) _____

Evaluator _____ Position _____

Observation Information:

Date _____ What is observed? _____

Time _____ Standards (No.'s) _____

(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.)

School Social Worker Performance Standards

Standard 1: Demonstrates Program Management and Evaluation Skills	
1.1 Defines need, priorities, and develops objectives.	1.2 Organizes resources and activities to accomplish objectives.
1.3 Evaluates the program to assure accomplishment of program objectives.	1.4 Uses information systems and technology.
1.5 Keeps necessary records, data and reports as needed to provide professional services and be in compliance.	1.6 Communicates with stakeholders about types and effectiveness of services provided.
Considerations for professional growth and/or Concerns for STANDARD 1:	
Standard 2: Demonstrates Knowledge of School Social Worker Practice:	
2.1 Uses social work modalities and procedures.	2.2 Is knowledgeable of program development and management skills.
2.3 Is knowledgeable of human behavior and development.	2.4 Is knowledgeable of students' diverse cultural, linguistic, racial, and socio-economic backgrounds
2.5 Is knowledgeable of community and school based resource.	
Considerations for professional growth and/or Concerns for STANDARD 2:	

Standard 3: Communicates/Collaborates Effectively	
3.1 Consults with the classroom teachers to help them better understand and work with particular students.	3.2 Participates in parent/teacher conferences as needed.
3.3 Maintains channels of communication with principals, teachers, counselors and other school personnel providing feedback as needed.	3.4 Communicates with parents in a proactive and professional manner on an ongoing basis regarding student served.
3.5 Encourages respect for and sensitivity to all students, staff, and parents.	3.6 Works cooperatively with colleagues, is a team player.
3.7 Helps identify and provide input on school issues and problems.	3.8 Encourages and welcomes parents to participate in students learning and social activities.
Consideration for professional growth and/or Concerns for STANDARD 3:	
Standard 4: Plans and Implements Effective Student Services	
4.1 Plans and Develops social work services based on needs assessment.	4.2 Uses creativity and flexibility in providing social work services.
4.3 Effectively utilizes appropriate school and community resources and refers parents and students as needed.	4.4 Provides both prevention and invention services to children, and families, including individual/small group counseling and home visits.
4.5 Participates in IEP planning/assessment and ARC meetings as requested.	4.6 Is highly approachable by students, teachers and parents and is empathic and understanding.
4.7 Advocates for students and families to assure they receive fair and equitable services.	4.8 Provides services to assist with student's transitions from grade to grade and school to school.
Consideration for professional growth and/or Concerns for STANDARD 4:	
Standard 5: Follows School and District Policies and Administrative Procedures	
5.1 Is punctual for all duties.	5.2 Is willing to work on committees and completes other non-social tasks.
5.3 Cooperates with the building level administrator(s).	5.4 Adheres to school board policies and administrative procedures.
5.5 Provides required reports/information in a timely manner.	5.6 Effectively participates on school groups and committees as directed by principal.
Considerations for professional growth and/or Concerns for STANDARD 5:	

Standard 6: Adheres to Professional Standards	
6.1 Adheres to National Association of School Worker's professional code of ethics.	6.2 Adheres to federal/state laws and regulations related to education, child protection, and mandatory reporting.
6.3 Participates in ongoing professional development.	6.4 Identifies activities that would be in conflict with the primary role of social worker and advocates for the best professional practices of the profession.
Considerations for professional growth and/or Concerns for SATNDARD 6:	

Other comments, observations, or concerns:

LIBRARY/MEDIA SPECIALIST DATA COLLECTION FORM

(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 _____ Content Area/Grade(s) _____

Evaluator _____ Position _____

Observation Information:

Date _____ What is observed? _____

Time _____ Standards (No.'s) _____

(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.)

Performance Standards Criteria for Library Media Specialists

Standard 1: Demonstrates Proficiency as Administrator of the Library Media Program: The LMS provides a quality Library Media Program through planning, continuous evaluation.	
1.1 Establishes long-range goals of the Library Media Program with faculty, administration, and students with sensitivity to physical, social, and cultural differences.	1.2 Plans the budget with administration, school-based councils and/or advisory committees, based on the needs and objective of the Library Media Program.
1.3 Administers the budget according to the goals and objectives of the program.	1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the Library Media Program.
1.5 Develop and/or maintains Library Media Program and policies, e.g., materials selection, collection development, circulation, challenged materials, copyright, and technology.	1.6 Administers a Library Media Program that utilizes flexible access and allows for differentiated learning.
1.7 Initiates and implements plan for maintaining a technologically current facility and program.	1.8 Organizes, classifies, and catalogs library materials; following nationally recognized professional standards such as AACR2R (Anglo American Cataloging Rules), latest edition Dewey, Sears, MARC format.
1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.	1.10 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis – identifying strengths and weaknesses.
1.11 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.	1.12 Publicizes the Library Media Program's services, and material through newsletters, announcements, and other innovative ways.
1.13 Is responsible for the proper use of the facility, materials, and equipment.	1.14 Enhances school curriculum with special enrichment projects or proposals.
1.15 Trains and supervises Library Media Program clerical staff, volunteers, and student helpers.	1.16 Follows the SBDM approved selection policy that includes a procedure for the reconsideration of material.

1.17 Keeps automated catalog current.	1.18 Maintains statistical records needed to verify collection of the media center holdings.
1.19 Makes general repairs, weeds, collection, and takes annual inventory.	1.20 Makes the library media center and its resources accessible to student and faculty.
1.21 Facilitates the circulation of materials among school in the district or with other agencies.	1.22 Provides appropriate resources for the school community.
1.23 Assist in the development and compliance of the school's policies and procedures.	1.24 Promotes compliance with the copyright laws.
1.25 Handles concerns of others in a sensitive, positive, and professional manner to protect the users' rights to privacy.	1.26 Practices effective listening, conflict resolution, and group facilitation skills as a team member.
1.27 Demonstrates punctuality and good attendance for all duties.	
Professional Development Comments and/or Concerns for STANDARD 1:	
Standard 2: Library Media Specialist Demonstrates Proficiency as Teacher: <i>The LMS plans, implements, and evaluates the needs and skills of the students.</i>	
2.1 Offers orientation for new faculty and students.	2.2 Informally evaluates individual and group needs and provides appropriate learning experiences.
2.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for.	2.4 Fosters for independent and cooperative group leaning.
2.5 Teaches information literacy as an integral part of the curriculum using a process model such as the Big6™.	2.6 Assists students in the selection of appropriate resources.
2.7 Helps students to develop habits of independent reference work and to develop literacy in the use of reference.	2.8 Promotes appreciation of various forms of literature emphasizing the highest quality
2.9 Encourages students to develop life long reading, listening, viewing, and critical thinking skills and to become skilled in all modes of communication.	2.10 Incorporates the use of technology in accessing information
2.11 Supports student in the use of multi-media for completed projects	2.12 Trains and encourages staff in the use of new materials, technology, and equipment, demonstrating practical applications for curriculum connections.

Professional Development Comments and/or Concerns for STANDARD 2:

Standard 3: Library Media Specialist Demonstrates Proficiency as Instructional Partner: <i>The LMS plans collaboratively with teachers in the development of curricular units and lessons.</i>	
3.1 Possesses broad knowledge of the school curriculum and the physical, cultural and social differences of students and plans with teachers and administration for development of collection of material to promote student achievement.	3.2 Exercises a leadership role and serves as a catalyst in ensuring the Library Media Program is central to the instructional program of the school.
3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.	3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.
3.5 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprint materials.	3.6 Assists faculty in the selection of materials to supplement instruction.
3.7 Establishes positive rapport with staff, parents, and students.	3.8 Maintains effective communications with staff and students, e.g. informs faculty and students of new acquisitions and services.
3.9 Plans and implements a Library Media Program of library information literacy in collaboration with faculty and staff toward the achievement of the goals of KERA and the academic expectations.	

Professional Development Comments and/or Concerns for STANDARD 3:

Standard 4: Library Media Specialist Demonstrates Proficiency as Information Specialist: <i>The LMS seeks opportunities to assist staff and students in the use of resources.</i>	
4.1 Chooses materials using selection tools, bibliographies, recommendations.	4.2 Develops and/or maintains a professional collection.
4.3 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment that support the school's curriculum and educational expectations.	4.4 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, listening, and instruction.
4.5 Is available as a personal resource for all students and faculty.	4.6 Attends professional growth activities and meetings.

4.7 Holds membership(s) in professional library organizations and participates in meetings, workshops, conferences, and other activities related to the field.	4.8 Adheres to the state professional Code of Ethics.
Professional Development Comments and/or Concerns for STANDARD 4:	

Standard 5: Demonstrates Implementations of Technology: <i>The LMS uses technology to support instruction; access and manipulate data; enhance professional growth and productivity, communicate and collaborate with colleagues, parents, and the community; and conduct research.</i>	
5.1 Operates a multimedia computer and peripherals to install and use a variety of software.	5.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
5.3 Demonstrates knowledge of the use of technology in business, industry, and society.	5.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
5.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.	5.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
5.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productive and support instruction.	5.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
5.9 Designs lessons that use technology to address diverse student needs and learning styles.	5.10 Practices equitable and legal use of computers and technology in professional activities.
5.11 Facilitates the lifelong learning of self and others through the use of technology.	5.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
5.13 Applies research-based instructional practices that use computers and other technology.	5.14 Uses computers and other technology for individual, small group, and large group learning activities.
5.15 Uses technology to support multiple assessments of student learning.	5.16 Instructs and supervises students in the ethical and legal use of technology.
Professional Development Comments and/or Concerns for STANDARD 5:	

Other comments, observations, or concerns:

SPEECH/LANGUAGE PATHOLOGIST DATA COLLECTION FORM

(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.)

Evaluatee _____ Content Area/Grade(s) _____
 Evaluator _____ Position _____

Observation Information:

Date _____ What is observed? _____

Time _____ Standards (No.'s) _____

(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.)

Performance Standards for Speech/Language Pathologists

Standard 1: Demonstrates Professional Leadership: *The speech/language pathologist provides professional leadership within the school, community, and education profession to improve student learning and well being.*

1.1 Builds positive relationship within and between school and community.	1.2 Promotes leadership potential in colleagues.
1.3 Participates in professional organizations and activities.	1.4 Writes and speaks effectively.
1.5 Contributes to the profession knowledge and expertise about teaching and learning	1.6 Guides the development of curriculum and instructional materials.
1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.	1.8 Initiates and develops educational projects and programs.
1.9 Practices effective listening, conflict resolution, and group-facilitation skills as a team member.	1.10 Demonstrates punctuality and good attendance for all duties.
1.11 Adheres to school board policies and administrative procedures.	1.12 Adheres to the state professional Code of Ethics.
1.13 Adheres to the state Laws and Regulations relating to Licensure as a Speech –Language Pathologist or Audiologist.	

Considerations for professional growth and/or Concerns for STANDARD 1:

Standard 2: Demonstrates Knowledge of Content: <i>The speech/language pathologist demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.</i>	
2.1 Communicates a breadth of content knowledge across the discipline(s) to be taught.	2.2 Communicates a current knowledge of discipline(s) taught.
2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.	2.4 Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.
2.5 Connects content knowledge to real-world applications.	2.6 Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
2.7 Analyzes sources of factual information for accuracy.	2.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.	2.10 Selects appropriate annual goals based on one or more of Kentucky's learning goals and academic.
Considerations for professional growth and/or Concerns for STANDARD 2:	
Standard 3: Designs/Plans Instruction: <i>The speech/language pathologist design/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>	
3.1 Focuses instruction on one or more of Kentucky's learning goals and academic expectations.	3.2 Develops instruction that requires students to apply knowledge, skills, and thinking process.
3.3 Integrates skills, thinking processes, and content across disciplines.	3.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
3.5 Creates and uses learning experiences that are developmentally appropriate for learners.	3.6 Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences,
3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur.	3.8 Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
3.9 Develop and implements appropriate assessment processes.	3.10 Secure and uses a variety of appropriate school and community resources to support learning.
3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.	3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.
3.13 Identifies content, activities and resources for instruction based on Kentucky's Program of Studies.	3.14 Matches objectives to student's present level of performance (education needs).
3.15 States objective, criteria and circumstance for measuring student performance in IEP objectives.	3.16 Develops an appropriate system for monitoring student performance on IEP goals and objectives.
3.17 Uses the core content in implementation of specially designed instruction.	
Considerations for professional growth and/or Concerns for STANDARD 3:	

Standard 4: Creates/Maintains Learning Climate: *The speech/language pathologist creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

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

Considerations for professional growth and/or Concerns for STANDARD 4:

Standard 5: Implements/Manages Instruction: *The speech/language pathologist introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concept, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

5.1 Communicate specific goals and high expectations for learning.	5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
5.3 Models/ demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.	5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.	5.6 Stimulates students to reflect on their own ideas and those of others.
5.7 Uses appropriate questioning strategies to help students solve problems and think critically.	5.8 Manages student examination of social issues relative to course content, possible responses, and associated consequences.
5.9 Demonstrates interpersonal /team membership skills and supportive behavior with students in facilitating instruction.	5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines.
5.11 Makes effective use of media and technologies.	5.12 Make efficient use of physical and human resources and time.
5.13 Provides opportunities for student to use and practice what is learned.	5.14 Identifies student misconceptions; provides guidance; and offers student continuous feedback on progress toward expectation.
5.15 Provides correct amount of time and setting for specially designed instruction according to IEP.	

Considerations for professional growth and/or Concerns for STANDARD 5:

Standard 6: Assesses and Communicates Learning Results: <i>The speech/language pathologist assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>	
6.1 Selects and uses appropriate assessments.	6.2 Makes appropriate provisions for assessment processes and address social, cultural, and physical diversity.
6.3 Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.	6.4 Provides opportunities for student to assess and improve their performance based on prior assessment results.
6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.	6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.
6.7 Systematically collects data on student's progress on IEP goals and objectives.	6.8 Can effectively present and explain student's progress data on IEP goals and objectives.
6.9 Conducts speech, language, fluency, voice, and hearing screening in timely manner.	6.10 Makes appropriate referrals for audio logical, central auditory processing, and ENT evaluations.
6.11 Conducts assessments using a variety of assessment tools and strategies to gather functional and developmental information related to involvement and progress in general curriculum described in Ky. Program of Studies.	6.12 Conducts comprehensive assessments that identify all special education and related service needs.
6.13 Writes appropriate Written Integrated Reports for students' with Speech Language Impairments.	6.14 Conducts appropriate behavioral observation documenting adverse effect of SLI impairment in educational settings.
Considerations for professional growth and/or Concerns for STANDARD 6:	
Standard 7: Reflects/Evaluates Teaching/Learning: <i>The speech/language pathologist reflects on and evaluates teaching/learning.</i>	
7.1 Assesses and analyzes the effectiveness of instruction.	7.2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
7.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.	
Considerations for professional growth and/or Concerns for STANDARD 7:	

Standard 8: Collaborates with Colleagues/Parents/Others: <i>The speech/language pathologist collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop students' abilities to use communications skills, apply core concepts, become self-sufficient individuals, become responsible team member, think and solve problems, and integrate knowledge.</i>	
8.1 Initiates collaboration with others and create situations where collaboration with others will enhance student learning.	8.2 Discusses with parents, students and others the purpose and scope of the collaborative effort.
8.3 Articulates expectations for each collaborative event, e.g., time lines and responsibilities.	8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.
8.5 Secures and makes use of school and community resources that represent differing viewpoints.	8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
8.7 Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.	8.8 Analyzes previous collaborative experiences to improve future experiences.
8.9 Assesses students' special needs and collaborate with school services and community agencies to meet those needs.	8.10 Comes prepared for participation in special education meetings (referral, annual review, special review, Manifestation Determination).
Considerations for professional growth and/or Concerns for STANDARD 8:	
Standard 9: Engages in Professional Development: <i>The speech/language pathologist evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.</i>	
9.1 Establishes priorities for professional growth.	9.2 Analyzes student performance to help identify professional development needs.
9.3 Solicits input from others in the creation of individual professional development plans.	9.4 Applies to instruction the knowledge, skills, and processes acquired through professional development.
9.5 Modifies own professional development plan to improve instructional performance and to promote student learning.	
Considerations for personal growth and/or Concerns for STANDARD 9:	
Standard 10: Demonstrates implementation of Technology: <i>The speech/language pathologist uses technology to support instruction; access and manipulate data; enhance professional growth and productivity, communicate and collaborate with colleagues, parents, and the community</i>	
10.1 Operates a multimedia computer and peripherals to install and use a variety of software.	10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
10.3 Demonstrates knowledge of the use of technology in business, industry, and society.	10.4 Demonstrates basic knowledge of computer/peripheral parts and attends too simple connections and installations.

10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.	10.6 Use the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.	10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
10.9 Designs lessons that use technology to address diverse student needs and learning styles.	10.10 Practices equitable and legal use of computers and technology in professional activities.
10.11 Facilitates the lifelong learning of self and others through the use of technology.	10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
10.13 Applies research-based instructional practices that use computers and other technology.	10.14 Uses computers and other technology for individual, small group, and large group learning activities.
10.15 Uses technology to support multiple assessments of student learning.	10.16 Instruct and supervises students in the ethical and legal use of technology.
Considerations for professional growth and/or Concerns for STANDARD 10:	

Other comments, observations, or concerns:

APPENDIX 3: SUMMATIVE CONFERENCING FORMS

- 3.1 Administrators
- 3.2 Teachers
- 3.3 Guidance Counselors
- 3.4 Social Workers
- 3.5 Library/Media Specialists
- 3.6 Speech/Language Pathologists

**EDUCATION ADMINISTRATORS SUMMATIVE CONFERENCE FORM
ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN
SUMMATIVE EVALUATION**

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

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School/Work Site _____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
1: Vision - <i>The education administrator facilitates processes and engages in activities ensuring that</i>				
1.1 the vision and mission of the school are effectively communicated to staff, parents, students, and community				
1.1 the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities				
1.1 the core beliefs of the school vision are modeled for all stakeholders				
1.1 the vision is developed with and among stakeholders				
1.1 the contributions of school community members to the realization of the vision are recognized and celebrated				
1.1 progress toward the vision and mission is communicated to all stakeholders				
1.1 the school community is involved in school improvement efforts				
1.1 the vision shapes the educational programs, plans, and actions				
1.1 provides opportunities that encourage collaboration among others in the use of resources				
1.1 assessment data related to student learning is used to develop the school vision and goals				
1.1 relevant demographic data pertaining to students and their families are used in developing the school mission and goals				
1.1 barriers to achieving the vision are identified, clarified, and addressed				
1.1 needed resources are sought and obtained to support the implementation of the school mission and goals				
1.1 existing resources are used in support of the school vision and goals				
1.1 the vision and implementation plans are regularly monitored, evaluated, and revised				
Overall Rating for Summative Evaluation Form				
2: School Culture and Learning - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Professional Growth Activities Discussed
2.1 all individuals are treated with fairness, dignity, and respect				
2.1 professional development promotes a focus on student learning consistent with the school vision and goals				
2.1 students and staff feel valued and important				
2.1 the responsibilities and contributions of each individual are acknowledged				
2.1 barriers to student learning are identified, clarified and addressed				
2.1 diversity is considered in developing learning experiences				
2.1 life long learning is encouraged and modeled				
2.1 there is a culture of high expectations for self, student and staff performance				
2.9 technologies are used in teaching and learning				
2.10 student and staff accomplishments are recognized and celebrated				
2.11 multiple opportunities to learn are available to all students				
2.12 the school is organized and aligned for success				
2.13 curriculum, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined				
2.14 curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies				
2.15 the school culture and climate are assessed on a regular basis				
2.16 a variety of sources in information is used to make decisions				
2.17 student learning is assessed using a variety of techniques				

2.18 multiple sources of information regarding performance are used by staff performance are used by staff and students				
2.19 a variety of supervisory and evaluation models is employed				
2.20 pupil personnel programs are developed to meet the needs of students and their families				
Overall Rating for Summative Evaluation Form				

3: Management - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Professional Growth Activities Discussed
3.1 knowledge of learning, teaching, and student development is used to inform management decisions				
3.1 operational procedures are designed and managed to maximize opportunities for successful learning				
3.1 emerging trends are recognized, studied, and applied as appropriate				
3.1 operational plans and procedures to achieve the vision and goals of the school are in place				
3.1 collective bargaining and other contractual agreements related to the school are effectively managed				
3.6 the school plant, equipment, and support systems operate safely, efficiently, and effectively				
3.7 time is managed to maximize attainment of organizational goals				
3.8 potential problems and opportunities are identified				
3.9 problems are confronted and resolved in a timely manner.				
3.10 financial, human, and material resources are aligned to the goals of schools				
3.11 the school acts entrepreneurially to support continuous improvement				
3.12 organizational systems are regularly monitored and modified as needed				
3.13 stakeholders are involved in decisions affecting schools				
3.14 responsibility is shared to maximize ownership and accountability				
3.15 effective problem-framing and problem-solving skills are used				
3.15 effective conflict resolution skills are used				
3.17 effective group-process and consensus-building skills are used				
3.18 effective communication skills are used				
3.19 there is effective use of technology to manage school operations				
3.20 fiscal resources of the school are managed responsibly, efficiently, and effectively				
3.21 a safe, clean, and aesthetically pleasing school environment is created and maintained				
3.22 human resource functions support the attainment of school goals				
3.23 confidentiality and privacy of school records are maintained				
Overall Rating for Summative Evaluation Form				

4: Collaboration - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Professional Growth Activities Discussed
4.1 high visibility, active involvement, and communication with the larger community is a priority				
4.1 relationships with community leaders are identified and nurtured				
4.1 information about family and community concerns, expectations, and needs is used regularly				
4.1 there is outreach to different business, religious, political, and service agencies and organizations				
4.1 credence is given to individuals and groups whose values and opinions may conflict				
4.1 the school and community serve one another as resources				
4.1 available community resources are secured to help the school solve problems and achieve goals				
4.1 partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals				
4.9 community youth family services are integrated with school programs				
4.10 community stakeholders are treated equitably				
4.11 diversity is recognized and valued				

4.12 effective media relations are developed and maintained			
4.13 a comprehensive program of community relations is established			
4.14 public resources and funds are used appropriately and wisely			
4.15 community collaboration is modeled for staff			
4.16 opportunities for staff to develop collaborative skills are provided			
Overall Rating for Summative Evaluation Form			

5: Integrity, Fairness, Ethics - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Professional Growth Activities Discussed
5.1 examines personal and professional values				
5.1 demonstrates a personal and professional code of ethics				
5.1 demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance				
5.1 serves as a role model				
5.1 accepts responsibility for school operations				
5.1 considers the impact of one's administrative practices on others				
5.1 uses the influence of the office to enhance the educational program rather than for personal gain				
5.1 treats people fairly, equitably, and with dignity and respect				
5.1 protects the rights and confidentiality of students and staff				
5.1 demonstrates appreciation for the sensitivity to the diversity in the school community				
5.1 recognized and respects the legitimate authority of others				
5.1 examines and considers the prevailing values of the diverse school community				
5.1 expects that others in the school community will demonstrate integrity and exercise ethical behavior				
5.1 opens the school to public scrutiny				
5.1 fulfills legal and contractual obligations				
5.1 applies laws and procedures fairly, wisely, and considerately				
Overall Rating for Summative Evaluation Form				

6: Political, Economic, Legal - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Professional Growth Activities Discussed
6.1 the environment in which schools operate is influenced on behalf of students and their families				
6.1 communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate				
6.1 there is ongoing dialogue with representatives of diverse community groups				
A. the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities				
B. public policy is shaped to provide equality education for students				
A. lines of communication are developed with decision makers outside the school community				
Overall Rating for Summative Evaluation Form				

NOTE: This column provides for one or more ratings. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.

I am knowledgeable about the content of this Summative Conferencing Form and have had an opportunity to discuss this report in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with the content of this report.

(Signature of Evaluatee) (Date)

I have discussed the content of the Summative Conferencing Form with the evaluatee

(Signature of Evaluator) (Date)

Standards Performance Criteria	Performance/Product Portfolio Ratings			Professional Growth Areas Discussed
	Meets	Growth Needed	Does Not Meet	
Standard 6: Assessment				
6.1 Participates in the planning and evaluation of the district's/school's testing program				
6.2 Assess, interprets, and communicates learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments, and learning styles				
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, parents regarding the assessment program				
Overall Rating for Summative Form				
Standards Performance Criteria	Performance/Product Portfolio Ratings			Professional Growth Areas Discussed
	Meets	Growth Needed	Does Not Meet	
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 Professional Standards Board				
7.2 Adheres to federal/state laws and regulations related to education and child protection				
7.3 Responsible for the ongoing professional development				
7.4 Acts in a role that clearly distinguishes him/her from any professional who administers disciplinary action				
7.5 Knowledgeable of the position statements of the American School Counselor Association				
7.6 Identifies activities that would be in conflict with the primary role of the school counselor and to advocate for the best of the profession				
7.7 Demonstrates punctuality and good attendance for all duties.				
Overall Rating for Summative Form				
Standards Performance Criteria	Performance/Product Portfolio Ratings			Professional Growth Areas Discussed
	Meets	Growth Needed	Does Not Meet	
Standard 8: Demonstrates Professional Leadership				
8.1 Builds positive relationships within and between the school and community				
8.2 Promotes leadership potential in colleagues				
8.3 Participates in professional organizations and activities				
8.4 Writes and speaks effectively				
8.5 Guides the development of curriculum and instructional materials				

Standard 3 Overall Rating for Summative Evaluation Form				
4: Creates/Maintains Learning Climate	Meets	Growth Needed	Does Not Meet	Discussed
4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.				
4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.				
4.3. Shows consistent sensitivity to individuals and responds to students objectively.				
4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.				
4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.				
4.6. Encourages and supports individual and group inquiry.				
4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.				
4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.				
4.9. Works with colleagues to develop an effective learning climate within the school.				
Standard 4 Overall Rating for Summative Evaluation Form				
5: Implements/Manages Instruction	Meets	Growth Needed	Does Not Meet	Discussed
5.1. Communicates specific goals and high expectations for learning.				
5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.				
5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.				
5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.				
5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences.				
5.6. Simulates students to reflect on their own ideas and those of others.				
5.7. Uses appropriate questioning strategies to help students solve problems and think critically.				
5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.				
5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.				
5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.				
5.11. Makes effective use of media and technologies.				
5.12. Makes efficient use of physical and human resources and time.				
5.13. Provides opportunities for students to use and practice what is learned.				
5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.				
Standard 5 Overall Rating for Summative Evaluation Form				
6: Assesses and Communicates Learning Results	Meets	Growth Needed	Does Not Meet	Discussed
6.1. Selects and uses appropriate assessments.				
6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.				
6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.				
6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.				
6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.				
6.6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.				
Standard 6 Overall Rating for Summative Evaluation Form				
7: Reflects/Evaluates Teaching/Learning	Meets	Growth Needed	Does Not Meet	Discussed
7.1. Assesses and analyzes the effectiveness of instruction.				
7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.				
7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.				
Standard 7 Overall Rating for Summative Evaluation Form				
8: Collaborates with Colleagues/Parents/Others	Meets	Growth Needed	Does Not Meet	Discussed
8.1. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.				
8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.				
8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.				

8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.				
8.5. Secures and makes use of school and community resources that present differing viewpoints.				
8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.				
8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.				
8.8. Analyzes previous collaborative experiences to improve future experiences.				
8.9. Assesses students' special needs and collaborate with school services and community agencies to meet those needs.				
Standard 8 Overall Rating for Summative Evaluation Form				
9: Engages in Professional Development	Meets	Growth Needed	Does Not Meet	Discussed
9.1. Establishes priorities for professional growth.				
9.2. Analyzes student performance to help identify professional development needs.				
9.3. Solicits input from others in the creation of individual professional development plans.				
9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.				
9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.				
Standard 9 Overall Rating for Summative Evaluation Form				
10. Demonstrates implementation of Technology	Meets	Growth Needed	Does Not Meet	Discussed
10.1. Operates a multimedia computer and peripherals to install and use a variety of software.				
10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.				
10.3. Demonstrates knowledge of the use of technology in business, industry, and society.				
10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.				
10.6. Uses the computer to do word processing, create databases and spreadsheets access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.				
10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.				
10.9. Designs lessons that use technology to address diverse student needs and learning styles				
10.10. Practices equitable and legal use of computers and technology in professional activities.				
10.11. Facilitates the lifelong learning of self and others through the use of technology.				
10.12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.				
10.13. Applies research-based instructional practices that use computers and other technology.				
10.14. Uses computers and other technology for individual, small group, and large group learning activities.				
10.15. Uses technology to support multiple assessments of student learning.				
10.16. Instructs and supervises students in the ethical and legal use of technology.				
Standard 10 Overall Rating for Summative Evaluation Form				

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(Signature of Evaluatee) (Date)

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(Signature of Evaluator) (Date)

4.2. Uses creativity and flexibility in providing social work services.				
4.3. Effectively utilizes appropriate school and community resources and refers parents and students as needed.				
4.4. Provides both prevention and intervention services to children, and families, including individual/small group counseling and home visits.				
4.5. Participates in IEP planning/assessments and ARC meetings as requested.				
4.6. Is highly approachable by students, teachers and parents and is empathic and understanding..				
4.7. Advocates for students and families to assure they receive fair and equitable services.				
4.8. Provides services to assist with student transitions from grade to grade and school to school.				
Standard 4 Overall Rating for Summative Evaluation Form				
5: FOLLOWS SCHOOL AND DISTRICT POLICIES AND ADMINISTRATIVE PROCEDURES	Meets	Growth Needed	Does Not Meet	Discussed
5.1. Demonstrates punctuality and good attendance for all duties.				
5.2. Is willing to work on committees and completes other non-social work tasks.				
5.3. Cooperates with the building level administrator.				
5.4. Adheres to school board policies and administrative procedures.				
5.5. Provides required reports/ information in a timely manner.				
5.6. Effectively participates on school groups and committees as directed by principal.				
Standard 5 Overall Rating for Summative Evaluation Form				
6: ADHERES TO PROFESSIONAL STANDARDS	Meets	Growth Needed	Does Not Meet	Discussed
6.1. Adheres to National Association of School Worker's professional code of ethics.				
6.2. Adheres to federal/state laws and regulations to education, child protection, and mandatory reporting.				
6.3. Participates in ongoing professional development.				
6.4. Identifies activities that would be in conflict with the primary role of social worker and advocates for the best professional practices of the profession.				

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(Date)

3.5 Utilizes a broad range of techniques and accepted theories appropriate to school counseling				
3.6 Utilizes assessment tools, individual planning skills, and counseling to facilitate informed choices				
3.7 Intervenes in problem/conflict situations and conducts follow-up sessions				
3.8 Respects and nurtures the uniqueness of each student				
3.9 Mediates classroom and student conflict				
3.10 Empowers students to develop and use their resources				

Overall Rating for Summative Form

Standards Performance Criteria	Performance/Product Portfolio Ratings			Professional Growth Areas Discussed
	Meets	Growth Needed	Does Not Meet	
Standard 4: Consultation/Collaboration				
4.1 Consults with parents, faculty, staff, administrators, and others to enhance their work with students				
4.2 Interprets relevant information concerning the development of needs of students				
4.3 Reduces barriers to student learning through direct referral services				
4.4 Facilitates new students integration into the school environment				
4.5 Works with teachers to provide support for students in crisis situations				
4.6 Interacts with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees				
4.7 Facilitates successful communication between and among teachers, parents, and students				
4.8 Works with teachers and administrators relevant to behavior management to promote and support intervention strategies				
4.9 Consults with external and professional resources				

Overall Rating for Summative Form

Standards Performance Criteria	Performance/Product Portfolio Ratings			Professional Growth Areas Discussed
	Meets	Growth Needed	Does Not Meet	
Standard 5: Coordination				
5.1 Coordinates with school and community personnel, including school councils, to provide resources for students				
5.2 Uses 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 transitions from one level of education to the next				

Overall Rating for Summative Form

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Standards Performance Criteria	Performance/Product Portfolio Ratings			Professional Growth Areas Discussed
	Meets	Growth Needed	Does Not Meet	
Standard 6: Assessment				
6.1 Participates in the planning and evaluation of the district's/school's testing program				
6.2 Assess, interprets, and communicates learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments, and learning styles				
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, parents regarding the assessment program				
Overall Rating for Summative Form				
Standards Performance Criteria	Performance/Product Portfolio Ratings			Professional Growth Areas Discussed
	Meets	Growth Needed	Does Not Meet	
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 Professional Standards Board				
7.2 Adheres to federal/state laws and regulations related to education and child protection				
7.3 Responsible for the ongoing professional development				
7.4 Acts in a role that clearly distinguishes him/her from any professional who administers disciplinary action				
Standards Performance Criteria	Performance/Product Portfolio Ratings			Professional Growth Areas Discussed
	Meets	Growth Needed	Does Not Meet	
Standard 7: Adheres to Professional Standards Continued				
7.5 Knowledgeable of the position statements of the American School Counselor Association				
7.6 Identifies activities that would be in conflict with the primary role of the school counselor and to advocate for the best of the profession				
Overall Rating for Summative Form				
Standards Performance Criteria	Performance/Product Portfolio Ratings			Professional Growth Areas Discussed
	Meets	Growth Needed	Does Not Meet	
Standard 8: Demonstrates Professional Leadership				
8.1 Builds positive relationships within and between the school and community				
8.2 Promotes leadership potential in colleagues				
8.3 Participates in professional organizations and activities				
8.4 Writes and speaks effectively				
8.5 Guides the development of curriculum and instructional materials				

8.6 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with education related activities				
8.7 Initiates and develops educational projects and programs				
8.8 Practices effective listening, conflict resolution, and group facilitation skills as a team member				
8.9 Presents programs in a manner that reflects sensitivity to a multicultural and global perspective				
8.10 Writes for publication, presents at conferences, and provides professional development				
8.11 Works with colleagues to administer an effective learning climate within the school				

Overall Rating for Summative Form

Standards Performance Criteria	Performance/Product Portfolio Ratings			Professional Growth Areas Discussed
	Meets	Growth Needed	Does Not Meet	
Standard 9: Engages in Professional Development				
9.1 Establishes priorities for professional growth				
9.2 Analyzes student performance to help identify professional development needs				
9.3 Solicits input from others in the creation of professional development plans				
9.4 Implements knowledge and skills acquired through on-going professional development				
9.5 Modifies own professional development plan to improve performance and to promote student learning				

Overall Rating for Summative Form

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**PENDLETON COUNTY SCHOOLS
SCHOOL SOCIAL WORKER SUMMATIVE CONFERENCE FORM**

(Evaluator and evaluatee discuss and complete prior to developing the Social Worker professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, units of study, etc.)

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School _____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	**NOTE: *More than one (1) rating may be checked			
1: DEMONSTRATES PROGRAM MANAGEMENT AN EVALUTION SKILLS	Meets	Growth Needed	Does Not Meet	
1.1. Defines need, priorities, and develops objectives.				
1.2. Organizes resources and activities to accomplish objectives.				
1.3. Evaluates the program to assure accomplishment of program objectives.				
1.4. Uses information systems and technology.				
1.5. Keeps necessary records, data and reports as needed to provide professional services and be in compliance..				
1.6. Communicates with stakeholders about types and effectiveness of services provided.				
Standard 1 Overall Rating for Summative Evaluation Form				
2: DEMONSTRATES KNOWLEDGE OF SCHOOL SOCIAL WORK PRACTICE	Meets	Growth Needed	Does Not Meet	Discussed
2.1. Uses social work modalities and procedures.				
2.2. Is knowledgeable of program development and management skills.				
2.3. Is knowledgeable of human behavior and development.				
2.4. Is knowledgeable of students' diverse cultural, linguistic, racial, and socio-economic backgrounds.				
2.5. Is knowledgeable of community and school based resources.				
Standard 2 Overall Rating for Summative Evaluation Form				
3: COMMUNICATES/COLLABORATES EFFECTIVELY	Meets	Growth Needed	Does Not Meet	Discussed
3.1. Consults with the classroom teachers to help them better understand and work with particular students.				
3.2. Participates in parent/teacher conferences as needed.				
3.3. Maintains channels of communication with principals, teachers, counselors, and other school personnel providing feedback as needed.				
3.4. Communicates with parents in a proactive and professional manner on an ongoing basis regarding students served.				
3.5. Encourages respect for and sensitivity to all students, staff, and parents.				
3.6. Works cooperatively with colleagues is a team player.				
3.7. Helps identify and provides input on school issues and problems.				
3.8. Encourages and welcomes parents to participate in students learning and social activities.				
Standard 3 Overall Rating for Summative Evaluation Form				
4: PLANS AND IMPLEMENTS EFFECTIVE STUDENT SERVICES	Meets	Growth Needed	Does Not Meet	Discussed
4.1. Plans and Develops social work services based on needs assessments.				

4.2. Uses creativity and flexibility in providing social work services.				
4.3. Effectively utilizes appropriate school and community resources and refers parents and students as needed.				
4.4. Provides both prevention and intervention services to children, and families, including individual/small group counseling and home visits.				
4.5. Participates in IEP planning/assessments and ARC meetings as requested.				
4.6. Is highly approachable by students, teachers and parents and is empathic and understanding..				
4.7. Advocates for students and families to assure they receive fair and equitable services.				
4.8. Provides services to assist with student transitions from grade to grade and school to school.				
Standard 4 Overall Rating for Summative Evaluation Form				
5: FOLLOWS SCHOOL AND DISTRICT POLICIES AND ADMINISTRATIVE PROCEDURES	Meets	Growth Needed	Does Not Meet	Discussed
5.1. Is punctual for all duties.				
5.2. Is willing to work on committees and completes other non-social work tasks.				
5.3. Cooperates with the building level administrator.				
5.4. Adheres to school board policies and administrative procedures.				
5.5. Provides required reports/ information in a timely manner.				
5.6. Effectively participates on school groups and committees as directed by principal.				
Standard 5 Overall Rating for Summative Evaluation Form				
6: ADHERES TO PROFESSIONAL STANDARDS	Meets	Growth Needed	Does Not Meet	Discussed
6.1. Adheres to National Association of School Worker's professional code of ethics.				
6.2. Adheres to federal/state laws and regulations to education, child protection, and mandatory reporting.				
6.3. Participates in ongoing professional development.				
6.4. Identifies activities that would be in conflict with the primary role of social worker and advocates for the best professional practices of the profession.				

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(Date)

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(Signature of Evaluator)

(Date)

PENDLETON COUNTY SCHOOLS SUMMATIVE CONFERENCE FORM
FOR LIBRARIANS & MEDIA SPECIALIST

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations; professional development activities, evaluation folder entries, products, units of study, etc.)

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

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Standard 1 Demonstrates Proficiency As Administrator of Library Media Program				
1.1 Establishes long-range goals of the library media program with faculty, administration and students with sensitivity to physical, social, and cultural differences.				
1.2 Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the library media program.				
1.3 Administers the budget according to the goals and objectives of the program.				
1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media program.				
1.5 Develops library media center policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.				
1.6 Administers a library media program that utilizes flexible access and allows for differentiated learning..				
1.7 Initiates and implements a plan for maintaining a technologically current facility and program. 1.8 Organizes, classifies, and catalogs library materials, following nationally recognized professional standards such as AACR2 (Anglo American Cataloging Rules), latest edition Dewey, MARC format.				
1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.				
1.10 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis – identifying strengths and weaknesses.				

Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth Activities Discussed
Standard 1 Demonstrates Proficiency as Administrator of the Library Media Program	Meets	Growth Needed	Does Not Meet	
1.11 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.				
1.12 Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.				
1.13 Is responsible for the proper use of the facility, materials and equipment.				
1.14 Enhances school curriculum with special enrichment projects or proposals.				
1.15 Trains and supervises library media program clerical staff, volunteers, and student helpers.				
1.16 Follows the SBDM approved selection policy that includes a procedure for the reconsideration of material.				
1.17 Keeps automated catalog current.				
1.18 Maintains statistical records needed to verify collection of media center holdings.				
1.19 Makes general repairs, weeds, collection, and takes annual inventory.				
1.20 Makes the library media center and its resources accessible to student and faculty.				
1.21 Facilitates the circulation of materials among schools in the district or with other agencies.				
1.22 Provides appropriate resources for the school community.				
1.23 Assist in the development and compliance of the school's policies and procedures.				
1.24 Promotes compliance with the copyright laws.				
1.25 Handles concerns of others in a sensitive, polite, and professional manner to protect the users' rights to privacy.				
1.26 Practices effective listening, conflict resolution, and group facilitation skills as a team member.				
1.27 Demonstrates punctuality and good attendance for all duties.				
Overall Rating for Standard 1				
Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth Activities Discussed
Standard 2 Library Media Specialist Demonstrates Proficiency as Teacher	Meets	Growth Needed	Does Not Meet	
2.1 Offers orientation for new faculty and students.				
2.2 Informally evaluates individual and group needs and provides appropriate learning experiences.				

2.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for.				
2.4 Fosters independent and cooperative group learning.				
2.5 Teaches information literacy as an integral part of the curriculum using a process model such as the Big 6TM.				
2.5 Assists students in the selection of appropriate resources.				
2.7 Helps students to develop habits of independent reference work and to develop literacy in the use of reference.				
2.8 Promotes appreciation of various forms of literature emphasizing the high quality.				
2.9 Encourages students to develop life long reading, listening, viewing, and critical thinking skills and to become skilled in all modes of communication.				
2.10 Incorporates the use of technology in accessing information.				
2.11 Supports students in the use of multi-media for completed projects.				
2.12 Trains and encourages staff in the use of new materials, technology, and equipment, demonstrating practical applications for curriculum connections.				
Overall Rating for Standard 2				
Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth Activities Discussed
Standard 3: Library Media Specialist Demonstrates Proficiency as Instructional Partner	Meet	Growth Needed	Not Met	
3.1 Possesses broad knowledge of the school curriculum and the physical, cultural, and social differences of students and plans with teachers and administration for the development of collection of material to promote student achievement.				
3.2 Exercises a leadership role and serves as a catalyst in ensuring the Library Media Program is central to the instructional program of the school.				
3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.				
3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.				
3.5 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprint materials.				
3.6 Assists faculty in the selection of materials to supplement instruction.				
3.7 Establishes positive rapport with staff, parents, and students.				

3.8 Maintains effective communications with staff and students, e.g. informs faculty and students of new acquisitions and services.				
3.9 Plans and implements a Library Media Program of library information literacy in collaboration with faculty and staff toward the achievement of goals of KERA & the academic expectations.				
Overall Rating for Standard 3				
Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth Activities Discussed
Standard 4 Library Media Specialist Demonstrates Proficiency as Information Specialist	Meet	Growth Needed	Does Not Meet	
4.1 Chooses materials using selection tools, bibliographies, recommendations.				
4.2 Develops and/or maintains a professional collection.				
4.3 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment that support the school's curriculum and educational expectations.				
4.4 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, listening, and instruction.				
4.5 Is available as a personal resource for all students and faculty.				
4.6 Attends professional growth activities and meetings.				
4.7 Holds memberships (s) in professional library organizations and participates in meetings, workshops, conferences, and other activities related to the field.				
4.8 Adheres to the state professional Code of Ethics.				
Overall Rating for Standard 4				
Standards Performance Criteria	(*more than one rating can be checked)			Professional Growth Activities Discussed
Standard 5 Demonstrates Implementation of Technology	Meet	Growth Needed	Does Not Meet	
5.1 Operates a multimedia computer and peripherals to install and use a variety of software				
5.2 Uses terminology related to computers and technology appropriately in written and verbal communications				
5.3 Demonstrates knowledge of the use of technology in business, industry, and society.				
5.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations				
5.5 Creates multimedia presentations using scanners, digital cameras, and video cameras				
5.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional and support instruction.				

5.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction				
5.8 Requests and uses appropriate assistive and adaptive devices for students with special needs				
5.9 Designs lessons that use technology to address diverse student needs and learning styles				
5.10 Practices equitable and legal use of computers and technology in professional activities				
5.11 Facilitates the lifelong learning of self and others through the use of technology				
5.12 Explores, uses, and evaluates technology resources; software, applications, and related documentation				
5.13 Applies research-based instructional practices that use computers and other technology				
5.14 Uses computers and other technology resources: software, applications, and related documentation.				
5.15 Uses technology to support multiple assessments of student learning.				
5.16 Instructs and supervises students in the ethical and legal use of technology.				
Overall Rating for Standard 5				

NOTE: This column provides for one or more ratings. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.

I am knowledgeable about the content of this Summative Conferencing Form and have had an opportunity to discuss this report in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with the content of this report.

(Signature of Evaluatee)

(Date)

I have discussed the content of the Summative Conferencing Form with the evaluatee.

(Signature of Evaluator)

(Date)

SPEECH/LANGUAGE PATHOLOGIST SUMMATIVE CONFERENCE FORM

(Evaluator and evaluatee discuss and complete prior to developing the Speech/Language Pathologist professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, units of study, etc.)

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School _____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	**NOTE: *More than one (1) rating may be checked			
1: Demonstrates Professional Leadership	Meets	Growth Needed	Does Not Meet	
1.1. Builds positive relationships within and between school and community				
1.2. Promotes leadership potential in colleagues.				
1.3. Participates in professional organizations and activities.				
1.4. Writes and speaks effectively.				
1.5. Contributes to the professional knowledge and expertise about teaching and learning.				
1.6. Guides the development of curriculum and instructional materials.				
1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.				
1.8. Initiates and develops educational projects and programs.				
1.9. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.				
1.10 Demonstrates punctuality and good attendance for all duties.				
1.11 Adheres to school board policies and administrative procedures.				
1.12 Adheres to the state professional Code of Ethics				
1.13 Adheres to the state Laws and Regulations relating to Licensure as a Speech-Language Pathologist or Audiologist.				
Standard 1 Overall Rating for Summative Evaluation Form				
2: Demonstrates Knowledge of Content	Meets	Growth Needed	Does Not Meet	Discussed
2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught.				
2.2. Communicates a current knowledge of discipline(s) taught.				
2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.				
2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.				
2.5. Connects content knowledge to real-world applications.				
2.6. Plans lessons and develops instructional materials that reflect knowledge of current constructs and principles of the discipline(s) being taught.				
2.7. Analyzes sources of factual information for accuracy.				
2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.				
2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.				
2.10. Selects appropriate annual goals based on one or more of Kentucky's learning goals and academic expectations.				

Standard 2 Overall Rating for Summative Evaluation Form				
3: Designs/Plans Instruction	Meets	Growth Needed	Does Not Meet	Discussed
3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.				
3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.				
3.3. Integrates skills, thinking processes, and content across disciplines.				
3.4. Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.				
3.5. Creates and uses learning experiences that are developmentally appropriate for learners.				
3.6. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.				
3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur.				
3.8. Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.				
3.9. Develops and implements appropriate assessment processes.				
3.10. Secures and uses a variety of appropriate school and community resources to support learning.				
3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.				
3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.				
3.13. Identifies content, activities and resource for instruction based on Kentucky's Program of Studies.				
3.14. Matches objectives to student's present level of performance (education needs).				
3.15. States objective, criteria and circumstance for measuring student performance in IEP objectives.				
3.16. Develops an appropriate system for monitoring student performance on IEP goals and objectives.				
3.17. Uses the core content in implementation of specially designed instruction.				
Standard 3 Overall Rating for Summative Evaluation Form				
4: Creates/Maintains Learning Climate	Meets	Growth Needed	Does Not Meet	Discussed
4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.				
4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.				
4.3. Shows consistent sensitivity to individuals and responds to students objectively.				
4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.				
4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.				
4.6. Encourages and supports individual and group inquiry.				
4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.				
4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.				
4.9. Works with colleagues to develop an effective learning climate within the school.				

Standard 4 Overall Rating for Summative Evaluation Form				
5: Implements/Manages Instruction	Meets	Growth Needed	Does Not Meet	Discussed
5.1. Communicates specific goals and high expectations for learning.				
5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.				
5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.				
5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.				
5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences.				
5.6. Simulates students to reflect on their own ideas and those of others.				
5.7. Uses appropriate questioning strategies to help students solve problems and think critically.				
5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.				
5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.				
5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.				
5.11. Makes effective use of media and technologies.				
5.12. Makes efficient use of physical and human resources and time.				
5.13. Provides opportunities for students to use and practice what is learned.				
5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.				
5.15. Provides correct amount of time and setting for specially designed instruction according to IEP.				
Standard 5 Overall Rating for Summative Evaluation Form				
6: Assesses and Communicates Learning Results	Meets	Growth Needed	Does Not Meet	Discussed
6.1. Selects and uses appropriate assessments.				
6.2. Makes appropriate provisions for assessment processes and address social, cultural, and physical diversity.				
6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.				
6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.				
6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.				
6.6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.				
6.7. Systematically collects data on student's progress on IEP goals and objectives.				
6.8. Can effectively present and explain student's progress data on IEP goals and objectives.				
6.9. Conducts speech, language, fluency, voice, and hearing screenings in timely manner.				
6.10. Makes appropriate referrals for audio logical, central auditory processing, and ENT evaluations.				
6.11. Conducts assessments using a variety of assessments tools and strategies to gather functional and developmental information related to involvement and progress in general curriculum described in Ky. Program of Studies.				
6.12. Conducts comprehensive assessments that identify all special education and related service needs.				

6.13. Writes appropriate Written Integrated reports for students' with Speech Language Impairments.				
6.14. Conducts appropriate behavioral documenting adverse effect of SLI impairment in educational settings.				
Standard 6 Overall Rating for Summative Evaluation Form				
7: Reflects/Evaluates Teaching/Learning	Meets	Growth Needed	Does Not Meet	Discussed
7.1. Assesses and analyzes the effectiveness of instruction.				
7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.				
7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.				
Standard 7 Overall Rating for Summative Evaluation Form				
8: Collaborates with Colleagues/Parents/Others	Meets	Growth Needed	Does Not Meet	Discussed
8.1. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.				
8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.				
8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.				
8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.				
8.5. Secures and makes use of school and community resources that present differing viewpoints.				
8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.				
8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.				
8.8. Analyzes previous collaborative experiences to improve future experiences.				
8.9. Assesses students' special needs and collaborate with school services and community agencies to meet those needs.				
8.10. Comes prepared for participation in special education meeting (referral, annual review, special review, Manifestation Determination).				
Standard 8 Overall Rating for Summative Evaluation Form				
9: Engages in Professional Development	Meets	Growth Needed	Does Not Meet	Discussed
9.1. Establishes priorities for professional growth.				
9.2. Analyzes student performance to help identify professional development needs.				
9.3. Solicits input from others in the creation of individual professional development plans.				
9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.				
9.5. Modifies own professional development plans to improve instructional performance and to promote student learning.				

Standard 9 Overall Rating for Summative Evaluation Form				
10. Demonstrates Implementation of Technology	Meets	Growth Needed	Does Not Meet	Discussed
10.1. Operates a multimedia computer and peripherals to install and use a variety of software.				
10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.				
10.3. Demonstrates knowledge of the use of technology in business, industry, and society.				
10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.				
10.6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.				
10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.				
10.9. Designs lessons that use technology to address diverse student needs and learning styles				
10.10. Practices equitable and legal use of computers and technology in professional activities.				
10.11. Facilitates the lifelong learning of self and others through the use of technology.				
10.12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.				
10.13. Applies research-based instructional practices that use computers and other technology.				
10.14. Uses computers and other technology for individual, small group, and large group learning activities.				
10.15. Uses technology to support multiple assessments of student learning.				
10.16. Instructs and supervises students in the ethical and legal use of technology.				
Standard 10 Overall Rating for Summative Evaluation Form				

** NOTE: This column provides for one or more ratings. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.

I am knowledgeable about the content of this Summative Conferencing Form and have had an opportunity to discuss this report in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with the content of this report.

(Signature of Evaluatee)

(Date)

I have discussed the content of the Summative Conferencing Form with the evaluatee.

(Signature of Evaluatee)

(Date)

APPENDIX 4: FINAL SUMMATIVE EVALUATION FORM

- 4.1 Administrators
- 4.2 Teachers
- 4.3 Guidance Counselors
- 4.4 Social Workers
- 4.5 Library/Media Specialists
- 4.6 Speech/Language Pathologists

SUMMATIVE EVALUATION FOR ADMINISTRATORS

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

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Worksite _____

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

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

Ratings:

Administrator Standards:

- I. Vision
- II. School Culture and Learning
- III. Management
- IV. Collaboration
- V. Integrity, Fairness, Ethics
- VI. Political, Economic, Legal

Meets

Does Not Meet

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

Overall Rating

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

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

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 Pendleton County Schools' evaluation plan.

Employment Recommendation to Central Office:

_____ Meets administrator standards for re-employment

_____ Does not meet administrator standards for re-employment

Supervisor's Signature

Date

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

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

Tenured
Non-Tenured

PENDLETON COUNTY SCHOOLS SUMMATIVE EVALUATION FOR TEACHERS

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

Evaluatee _____ Grade/Content Area _____
Evaluator _____ Position _____

School/Worksite _____

<u>Teacher Standards</u>	<u>Ratings Meets</u>	<u>*Does not Meet</u>
1. Demonstrates Professional Leadership	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrates Knowledge of Content	<input type="checkbox"/>	<input type="checkbox"/>
3. Designs/Plans Instruction	<input type="checkbox"/>	<input type="checkbox"/>
4. Creates/Maintains Learning Climate	<input type="checkbox"/>	<input type="checkbox"/>
5. Implements/Manages Instruction	<input type="checkbox"/>	<input type="checkbox"/>
6. Assesses and Communicates Learning Results	<input type="checkbox"/>	<input type="checkbox"/>
7. Reflects/Evaluates Teaching/Learning	<input type="checkbox"/>	<input type="checkbox"/>
8. Collaborates with Colleagues/Parents/Others	<input type="checkbox"/>	<input type="checkbox"/>
9. Engages in Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
10. Demonstrates Implementation of Technology	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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:

S Signature Date

Opportunities for appeal processes at both the local and state levels are a part of Pendleton County Schools' evaluation plan.

Employment Recommendation to Central Office:

- Meets teacher standards for re-employment
- Does not meet teacher standards for re-employment

Principal's Signature Date

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

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

SUMMATIVE EVALUATION FOR COUNSELORS

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

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Worksite _____

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

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

Ratings:

Counselor Standards:

Meets

Does Not Meet

I.	Program Management	_____	_____
II.	Guidance Curriculum	_____	_____
III.	Individual/Small Group Counseling	_____	_____
IV.	Consultation/Collaboration	_____	_____
V.	Coordination	_____	_____
VI.	Assessment	_____	_____
VII.	Professional Standards	_____	_____
VIII.	Professional Leadership	_____	_____
IX.	Professional Development	_____	_____
	Overall Rating	_____	_____

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

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

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 Pendleton County Schools' evaluation plan.

Employment Recommendation to Central Office:

_____ Meets counselor standards for re-employment

_____ Does not meet counselor standards for re-employment

Supervisor's Signature **Date**

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

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

Tenured _____
Non-Tenured _____

**PENDLETON COUNTY SCHOOLS SUMMATIVE EVALUATION FOR
SOCIAL WORKERS**

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

Evaluatee _____ Grade/Content Area _____
Evaluator _____ Position _____
School/Worksite _____

<u>Social Worker Standards</u>	<i>Ratings</i>	
	<u>Meets</u>	<u>*Does not Meet</u>
1. Demonstrates Program Management and Evaluation Skills	_____	_____
2. Demonstrates Knowledge of School Social Worker Practice	_____	_____
3. Communicates/Collaborates Effectively	_____	_____
4. Plans and Implements Effective Student Support Services	_____	_____
5. Follows School and District Policies And Administrative Procedures	_____	_____
6. Adheres to Professional Standards	_____	_____
Overall Rating	_____	_____

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

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

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 Pendleton County Schools' evaluation plan.

Employment Recommendation to Central Office:

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

Principal's Signature Date

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

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

Tenured _____
Non-Tenured _____

**PENDLETON COUNTY SCHOOLS SUMMATIVE EVALUATION FOR
LIBRARY MEDIA SPECIALIST**

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

Evaluatee _____ Grade/Content Area _____
Evaluator _____ Position _____
School/Worksite _____

<u>Teacher Standards</u>	<u>Ratings</u>	
	<u>Meets</u>	<u>*Does not Meet</u>
1. Demonstrates Proficiency as Administrator of the Library Media Program	_____	_____
2. Library Media Specialist Demonstrates Proficiency as a Teacher	_____	_____
3. Library Media Specialist Demonstrates Proficiency as Instructional Partner	_____	_____
4. Library Media Specialist Demonstrates Proficiency as Information Specialist	_____	_____
5. Demonstrates Implementation of Technology	_____	_____
Overall Rating	_____	_____

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

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

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 Pendleton County Schools' evaluation plan.

Employment Recommendation to Central Office:

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

Principal's Signature _____ Date _____

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

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

Tenured _____
Non-Tenured _____

**PENDLETON COUNTY SCHOOLS SUMMATIVE EVALUATION FOR
SPEECH/LANGUAGE PATHOLOGIST**

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

Evaluatee _____ Grade/Content Area _____
 Evaluator _____ Position _____
 School/Worksite _____

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

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

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

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 Pendleton County Schools' evaluation plan.

Employment Recommendation to Central Office:

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

Principal's Signature **Date**

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

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

APPENDIX 5: OTHER FORMS AND INFORMATION

- 5.1 Pre-Observation Form
- 5.2 Instructions for Completing a Corrective Action Plan
- 5.3 Corrective Action Plan
- 5.4 Intensive Assistance Team Date Verification Form
- 5.5 Intensive Assistance Team Log
- 5.6 Individual Professional Growth Plan
- 5.7 Formative Evaluation Report Form-Teacher
- 5.8 Formative Evaluation Report Form-General
- 5.9 Application for Election to Appeals Panel
- 5.10 Certified Evaluation Appeals Request Form
- 5.11 Certified Evaluation Tips for Principals
- 5.12 Ethical Guidelines for Evaluators
- 5.13 Scripting and Conferencing

PRE-OBSERVATION INSTRUMENT FOR TEACHERS

Educator

Date Pre-Conference

School

Subject Area

Period / Time

Grade / Level

Professional Growth Plan Performance Area:
(Must reflect school /district goals in PD & Comprehensive Plan)

Total # of Students in class _____ # of Students with IEP'S _____ # Years of Experience _____

Pre-Observation Worksheet

1. What are the lesson objectives?

2. Core Content/Program of Studies #
is addressed in this lesson design.

3. How will you evaluate the students'
mastery of the objective?

4. What teaching techniques will be used?

5. In this experience
review or
new learning?
both

6. List any specific teaching behaviors
you would like monitored.

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

Evaluatee's Signature

Date

Evaluator's Signature

Date

Instructions for Completing the Individual Corrective Action Plan

A corrective action plan may be written at any time during the school year, but shall be written if evaluatee receives a "Does- Not- Meet" on the Final Summative Form. Corrective action plans shall be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action plans shall be documented on the corrective action form.

The Corrective Action Plan is a plan developed by the evaluator, at any time during the school year, in collaboration with the evaluatee, when documented unsatisfactory performance is observed, or when a "Does-Not-Meet" rating is indicated on any Final Summative Evaluation Standard. Specific assistance and activities are identified in the Corrective Action Plan and progress towards identified goals is monitored. The evaluator and the evaluatee shall specifically identify and list, in writing

1. The number of the standard not being met
2. Corrective Action Plan goals and objectives designed to address the standards
3. Procedures and activities designed to achieve Corrective Action Plan goals and objectives. Support personnel is to be listed when appropriate.
4. Appraisal methods and targeted dates for appraising the evaluatee's improvement towards the identified Corrective Action Plan goals and objectives

The evaluatee is expected to proceed with the corrective action plan in a self-directed way. The evaluator is expected to provide assistance (e.g. as modeling, coaching, mentoring, etc). and resources with ample opportunity and time for the employee to grow professionally and reach the district standard(s). Employees on an ICAP who fail to make progress toward meeting the Standard (s) identified on the ICAP may be placed on an intensive ICAP or be recommended for termination. If placed on an intensive ICAP, an assistance team is set by the building administrators in consultation with the evaluatee. The evaluatee, evaluator, and the assistance team meet to develop more intensive strategies than already on the ICAP. Each meeting of the team is documented in summary format with recommendations. If the employee, in the judgment of the evaluator makes progress with the team's assistance, then the summative evaluation is completed and the summative conference occurs. The employee is then back on an enrichment plan or assistance plan as determined by the evaluator for the next year. When there is no improvement in performance toward meeting the standard even with the help of an assistance team, the evaluator must recommend termination. If the Superintendent chooses to dismiss the employee, the employee will be notified by April 30.

A corrective action plan may be developed for two purposes: (1) when improvement is needed to correct one or two critical deficiencies in performance criteria that cannot wait for the formal observation and summative conference; (2) after the formal observation and/or during the summative evaluation conference. When the ICAP is developed during the summative conference, no more than 3 or 4 specified areas should be denoted for improvement at any given time. When the evaluatee meets specified areas another area may be added.

Recommended Procedures

- 1). Identify the specific standard(s) from the Final Summative Evaluation Form that has a "does-not meet" rating assigned.
- 2). Select the stage of professional development that best reflects the evaluatee' level.
 - O = Orientation/Awareness
 - A = Preparation/Application
 - I = Implementation/Management
 - R = Refinement/Impact
- 3). List Growth Objective(s) Goals. The growth objectives must address the specific standard(s) rated as "does-not-meet" on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness (es)
- 4). Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.
- 5). List specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluatee.

6). Documentation of all reviews, corrective actions, and the evaluator's assistance must be provided periodically (as they occur) to the evaluatee. Evaluators must follow the local district professional development growth and evaluation plan process, and procedures for implementing an Individual Correction Action Plan.

**PENDLETON COUNTY SCHOOLS
INDIVIDUAL CORRECTION ACTION PLAN**
for _____

Date _____ **Work Site** _____

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

Evaluatee's Comments: _____

Evaluator's Comments: _____

This individual corrective action plan is aligned with the school/district comprehensive plan and/or individual improvement needs of the employee which should support the meeting of the standard(s) on the Summative Evaluation.

Individual Corrective Action Plan Developed:	Annual Review: Achieved	Revised	Continued
_____ (Employee's Signature) (Date)	_____	_____	_____
_____ (Supervisor's Signature) (Date)	_____	_____	_____

***Professional Growth Plan Stages:**
 O=Orientation/Awareness A=Preparation/Application I=Implementation/Management R=Refinement/Impact

The Individual Corrective Action Plan must be developed when an evaluatee receives a "does not meet" rating(s) on the Summative Evaluation.

INTENSIVE ASSISTANCE TEAM LOG

Date of Meeting: _____

Employee: _____

Team Members Present:

_____	_____
_____	_____
_____	_____

Summary of Meeting:

Recommendations:

Date of Next Meeting: _____

Pendleton County Schools Individual Professional Growth Plan

Name: _____ Date: _____ School Year: _____

Identified School/District Improvement Plan Goal and/or Objective
 (Individual Growth Plan must align with specific goals & objectives of school/district improvement plan):

Present Professional Development Stage	Goal(s)	Objective(s)	Procedures & Activities	Additional Support	Expected Impact	Target Dates for Completion or Review
___ Orientation/ ___ Awareness ___ Preparation/ ___ Application ___ Implication/ ___ Management ___ Refinement/ ___ Impact						

Employee's Comments:

Supervisor's Comments:

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

**Formative Evaluation Report Form for Teachers
Pendleton County Schools**

Evaluatee:

Date Observed:

Evaluator:

Position:

<i>Teacher Standards</i>	<i>Meets</i>	<i>Growth Needed</i>	<i>N/A (Non Applicable)</i>	<i>NO (Not Observed)</i>
Standard 1: Demonstrates Professional Leadership				
Standard 2: Demonstrates Knowledge of Content				
Standard 3: Designs/Plans Instruction				
Standard 4: Creates/Maintains Learning Climate				
Standard 5: Implements/Manages Instruction				
Standard 6: Assesses and Communicates Learning Results				
Standard 7: Reflects/Evaluates Teaching/Learning				
Standard 8: Collaborates with Colleagues/Parents/"Others"				
Standard 9: Engages in Professional Development				
Standard 10: Demonstrates Implementation of Technology				

**Data Collection:
(Area of Strength, Enrichment, and/Improvement)**

Evaluatee's Comments:

Evaluator's Comments:

I am knowledgeable about the content of this Formative Evaluation and have had an opportunity to discuss it in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with the content of this evaluation.

Signature of Evaluatee

Date

I have discussed the content of this report in a conference with the evaluatee

Signature of Evaluator

Date

**Formative Evaluation Report Form
Pendleton County Schools**

Evaluatee:

Date Observed:

Evaluator:

Position:

(Insert Standards for Position)

Data Collection: Area of Strength, Enrichment, and/Improvement

Evaluatee's Comments:

Evaluator's Comments:

I am knowledgeable about the content of this Formative Evaluation and have had an opportunity to discuss it in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with the content of this evaluation.

Signature of Evaluatee

Date

I have discussed the content of this report in a conference with the evaluatee

Signature of Evaluator

Date

**APPLICATION FOR ELECTION TO MEMBERSHIP
LOCAL EVALUATION APPEALS PANEL**

EVALUATION PLAN

I, _____, am willing to serve as a member of the Local Evaluation Appeals Panel, if elected to do so by the District's certified employees.

Signature

Date

School

Grade/Subject Area

Return to Pamela Harper within one week.

Certified Evaluation Tips

- Schedule pre-observation conferences with staff, especially non-tenured staff, to review evaluation cycle/process
- Clearly outline your expectations and/or provide/discuss examples of what you are expecting in the classroom
- Explain how you will conduct observations, both formal/informal, scheduled/unscheduled
- Share data collection forms, and/or other examples that illustrate how you will record/collect observation data.
- Schedule observations early – Avoid last minute observations
- Use the *Teacher Performance Indicators* as examples demonstrating “meeting the standards and indicators
- Believe in the evaluation process. Use evaluation process as a means to improve student achievement
- Practice conferencing skills – “*Is the glass half full or half empty*”
- Provide appropriate feedback professionally
- Provide copies of all notes, forms and data collection sheets
- Clearly articulate goals or what you’d like to see in the classroom during future observations
- If unsure about observations or what you’re seeing, schedule a third party observation
- Remember that only administrators, who have completed and passed the certified evaluation training, are permitted to collect data that maybe used in summative evaluations
- Directly link PGP to CSIP
- If necessary, share information about how to file for an evaluation appeal
- Always, always, always, keep students first!

Ethical Guidelines for Evaluators of the Pendleton County Schools

I. OPEN (no secrets)

- A. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee.
- B. All certified school personnel shall be made aware of the criteria on which they are to be evaluated.
- C. Certified school employees should be made aware of any substantive change in the local district evaluation plan. Examples of substantive changes are: change in cycle, observation frequency, forms, and appeals procedures.
- D. Newly-hired certified school employees or employees hired in the middle of the school year must be given a thorough orientation to the district evaluation plan prior to any evaluation observation visits.

II. HONEST (honest, sincere, factual, fair)

- A. Rely upon observable and documented data (either performance or product) for making evaluation decisions. Personal opinions, gossip, and rumors can only create havoc for both parties involved. All data collected must be substantiated and in written form (signed and dated by both observee and observer.)
- B. All observations of performances and products should be made in writing. Experts have said, **"If it isn't written, it didn't happen!"** This is a good rule to follow. Evaluation requires documentation!
- C. All certified school employees deserve the evaluator's sincerest efforts in the evaluation process. The evaluator's time and attentiveness are of the utmost importance, particularly as research substantiates that instruction is improved when teaching skills are improved.
- D. Factual—behaviors are to be described in writing rather than by a memory-recall technique. (If an important event occurs when an evaluator has no paper or pencil available, record the incident in writing as soon as paper and pencil are available.)
- E. Questionable or unclear behaviors observed during the observation should be noted and discussed during the post observation conference.

III. REASONABLE (common sense, ethical)

- A. Certified school employees are at various developmental levels (tenured, internist).
- B. Evaluation results, professional growth plans, and completed forms must support personnel decisions.
- C. Inform all evaluatees of their rights to appeal. Appeals must coincide with the district procedures/timelines.
- D. Notify evaluatees in writing any time performance/behaviors/incidents are documented and placed in their personnel files. The evaluatee receives a copy of all entries.
- E. Performance criteria ratings must substantiate each standard rating.

IV. INTERPERSONAL

- A. Evaluators should dialogue with the evaluatee rather than dictate. A collegial relationship enhances the evaluation process.
- B. Listen to evaluatee's comments.
- C. Honor of acknowledge feedback from the evaluatee.
- D. Arrive at a consensus with the evaluatee, when possible.

SCRIPTING

Scripting refers to the written notes taken by the observer during an observation.

- ◆ The observer uses a lined tablet and records date, beginning time, and observee's name at the top. There is no special format for this information. Some observers include the subject or specific lesson plan observed.
- ◆ The observer attempts to write down as many behaviors and dialogues as possible. Since it is impossible to capture in writing each word spoken, or each verbal and non-verbal gesture, concentrate on those important behaviors and dialogues that coincide with the standards and performance criteria being assessed. Practice and actual experience will greatly improve the skill of scripting.
- ◆ The observer does not write about the behavior/dialogue, rather the observer writes the actual behavior/dialogue.
- ◆ Focus and scripting is on the observee's behaviors; however, "meaningful" behaviors of others involved should also be scripted.
- ◆ It is important to remember that no judgmental values are written at this time during the scripting process.
- ◆ A few generic abbreviations are permissible. Some examples are: T – teacher, S – student, Q – question, A – answer

However, scripted notes must be in writing so that the observee can read and understand them. The notes do not have to be in beautiful penmanship, but they must be legible to the observee.

- ◆ Throughout the scripting process, periodically record the time.

CONFERENCING

The post-observation conference occurs after each formative observation visit and at the end of the evaluation cycle when the evaluator and the evaluatee conference for the summative evaluation. The post-observation conference must occur within one work-week after the observation visit. During the post-observation conference, the evaluatee and the evaluator discuss the observation visit, other documented observations, and various products critiqued.

The observer/evaluator assumes the responsibility for planning and organizing the conferences in order for both parties to receive the maximum benefit from the discussion.

Before the conference:

1. Make sure all written data to be shared is clear and legible.
2. Have written data collection summarized.
3. Maintain scripted notes as a handy reference to use during the conference in case questions arise concerning behaviors observed.
4. Schedule adequate time for the conferences to discuss behaviors/performances/products observed and documented.

During the conference:

1. Hold conferences in non-threatening environments.
2. Clarify any confusing behaviors observed and document appropriately after discussion.
3. Provide time for input from observee/evaluatee for self-reflecting and self-evaluating his/her performances/behaviors.
4. Provide objective feedback on both strengths and weaknesses of performance criteria observed and documented.
5. Provide specific rather than general feedback.
6. Elicit discussion and input from observee/evaluatee during conference and listen.
7. Allow time for discussion of the individual professional growth plan/activities.
8. Assist in the identification of growth activities, possible resources, and scheduling time for accomplishing activities.