

**Evaluation Plan
for
Certified Personnel
Scott County Schools**

**SCOTT COUNTY SCHOOLS
Mrs. Patricia Putty
SUPERINTENDENT
2010-2011**

SCOTT COUNTY BOARD OF EDUCATION

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ASSURANCES

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

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

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

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

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

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 29, 2010.

Signature of District Superintendent 6/29/10
Date

Signature of Chairperson, Board of Education 6/29/10
Date

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 Scott County Public Schools shall adhere to the Professional Code of Ethics

Committee Members

Rusty Andes – Administrator	Ginny Barnes – Teacher
Joretta Crowe – Administrator	Debbie Carter – Teacher
Rhonda Schornick – Administrator	Melissa Chandler – Teacher
Chip Southworth – Administrator	Annette Manlief – Teacher
Matt Thompson - Administrator	Teresa Smith - Teacher

For additional information about the Scott County Certified Personnel Evaluation Plan, please contact:

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Director of Elementary Schools
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INTRODUCTION

The Scott County Schools recognize and accept the responsibility for providing the most effective teaching possible and for serving all students well. To these ends, the certified personnel evaluation system is dedicated.

Teacher evaluation is an invaluable tool, the basic instrument in developing a school's most important resource: the teacher. Evaluation will lead to a more effective and productive teaching staff, while emphasizing professional growth.

PURPOSE

The purpose of the Scott County Certified Evaluation Process is to:

1. Improve student learning
2. Improve the overall instructional program to provide for educational success of students
3. Motivate personnel to a higher level of performance
4. Identify and promote effective teaching
5. Improve the school district's credibility with the community
6. Provide training for evaluators to assist in improving their instructional leadership
7. Provide information for use in creating a staff development program
8. Provide information to be used in awarding contracts
9. Keep the school system in compliance with state mandates

**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
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.	
FORMATIVE PHASE (data collection)	
<p style="text-align: center;">Pre-conference</p> <p>(Prior to each observation – NOTE: The pre-observation conference is optional for non-tenured employees and scheduled at the evaluator's discretion)</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 style="text-align: center;">Pre-conference</p> <p>(Prior to each observation – NOTE: The pre-observation conference is optional for tenured employees and scheduled at the evaluator's discretion).</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 style="text-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 style="text-align: center;">Formative Observations</p> <ol style="list-style-type: none"> 1 Minimum of one every three-year period when results are satisfactory 2 Prior to each formative conference <p>*Multiple observations shall occur when results are unsatisfactory</p>
<p style="text-align: center;">Formative Conferences (post)</p> <ol style="list-style-type: none"> 1 Minimum of two per year 2 Evaluator/evaluatee 3 Within five working 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 style="text-align: center;">Formative Conferences (post)</p> <ol style="list-style-type: none"> 1 Minimum of one every three-year period when results are satisfactory 2 Evaluator/evaluatee 3 Within five working 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>
SUMMATIVE PHASE (decision-making) ***NOTE DUE DATES LISTED BELOW***	
<p style="text-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 style="text-align: center;">Summative Conference (post)</p> <ol style="list-style-type: none"> 1 Discussion between person evaluated and evaluator 2 Minimum of 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 style="text-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 style="text-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
District teacher personnel files shall contain copies of the Final Summative Evaluation per teacher at the end of each evaluation cycle, and Intern records maintained according to KTIP 704.20:690	

TERMS/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.
Appeal	A process whereby any certified employee can formally challenge his/her 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 areas for growth.
Corrective Action Plan (CAP)	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 the specifically identified board approved evaluation standards and performance criteria. Specific assistance and activities are identified and progress monitored.
Evaluatee	A certified employee being evaluated (part and full-time).
Evaluation	The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products and performance. Evaluation shall include the establishment and monitoring of a growth plan.
Evaluation Committee	A group of local school district teachers and administrators responsible for developing and annually reviewing 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.
Formal Observation	A process of gathering factual information in the performance of duty, based upon predetermined criteria in the district evaluation plan. A formal observation will be conducted openly and the evaluatee will have full knowledge of the observation.

Formative Evaluation	A continuous cycle of collecting evaluation information and interacting, and providing feedback and suggestions regarding the certified employee's performance.
Growth Plan	A plan developed by the evaluatee with the assistance of the evaluator to be aligned with specific goals and objectives of the school improvement and professional development plan.
Indicators	The measurable behaviors and outcomes which demonstrate performance criteria.
Informal Data Gathering	The process of gathering data outside of a formal observation.
Performance Criteria	The performance areas, skills, or outcomes on which the certified employee shall be evaluated based upon position and the district evaluation plan.
Post Observation 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 (5) working 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 Growth Plan.
Pre Observation Conference	A meeting between the evaluator and the evaluatee to discuss and plan the observation.
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. Evaluators must be trained, tested, and certified by the approved KDE Evaluation of Certified Personnel Training Program. The district will train evaluators in the skills and knowledge needed to implement the local evaluation plan.
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.
Support Staff	Any certified staff other than teacher or administrator.
Teacher	A teacher is any certified staff person who directly instructs students.

Glossary of Scott County Public Schools Evaluation Forms

Corrective Action Plan	This form is used to create a specific plan to address unsatisfactory job performance.
Data Collection Summary (Teachers)	This form is used to notate evidence/data regarding teachers’ progress towards meeting the standards/indicators.
Evaluation Appeals Hearing Request 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 receiving the Final Summative Evaluation.
Formative Conferencing Form	This form is used to guide the discussion during and serve as documentation for the formative conference.
Individual Professional Growth Plan	This form is used, in collaboration between the evaluatee and evaluator, to create a plan focused on the evaluatee’s growth. Goals and objectives shall be written in connection with district/school improvement plans and personal/professional needs assessment.
Summative Conferencing Form	This form is used to guide the summative conference.
Summative Evaluation Form	This form is used to summarize and share with the evaluatee all data and evidence collected from multiple formal and informal formative observations.

EVALUATION CYCLE

The Scott County Certified Personnel Plan is individualized in that each employee is evaluated independently of all other employees including observations, conferences, reporting, and planning for professional growth. Each cycle will include formative observations, summative evaluation, and a growth plan. Formative observations will consist of formal (announced) and informal (unannounced) observations. A master schedule will be maintained and updated annually. The Primary Evaluator for itinerant teachers will be assigned by central office. The building principal of an itinerant teacher will be encouraged to contribute.

Approximately one-third of the tenured teachers will complete their summative evaluation each year. Teachers will continue in their current cycle of evaluation. Evaluators may complete a summative evaluation every year with a tenured teacher or as deemed necessary even if it is not the evaluation cycle year.

The evaluation timeline is as follows:

NON-TENURED TEACHERS - Certified teachers on a one-year evaluation cycle shall be observed a minimum of two times. (The KTIP instrument may be used in lieu of the formative observation forms for all interns).

- a. Orientation shall occur within the first month after reporting to work.
- b. First formative observation by December 15.
- c. Second formative observation by March 15.
- d. Summative evaluation completed and turned in to superintendent or designee by April 2.
- e. Growth plan completed/revised annually.

TENURED TEACHERS - Certified teachers on a three year evaluation cycle shall be observed a **MINIMUM** of, but not limited to, one time. Multiple observations shall occur when results are unsatisfactory.

- a. Orientation shall occur within the first month after reporting to work.
- b. Formative observations must be completed by March 15.
- c. Summative evaluation completed and turned in to the superintendent or designee by April 2.
- d. Growth plan completed/revised/reviewed annually.

If requested by the teacher, either tenured or non-tenured, observations by another certified employee trained in the teacher's content area 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 **January 30** of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

* **ADMINISTRATORS** - All administrators shall be evaluated annually.

- a. Orientation shall occur within the first month after reporting to work.
- b. Formative goal setting conference with Superintendent by September 15.
- c. Growth plan and summative evaluation completed and reviewed annually by June 15.

The superintendent shall follow guidelines for professional growth as identified in KRS 156.111.

* See Definition of Administrator

THE EVALUATION PROCESS

The evaluation process begins with an orientation and ends with the development of a growth plan. The process is individualized for each employee and, except for orientation which may be accomplished in a group setting, all activities involve the individual employee and evaluator(s).

CERTIFIED EMPLOYEE ORIENTATION - At the beginning of the school year, certified employees will be provided information about the evaluation system. The orientation is required for all certified employees annually within the first month after reporting for employment. The intent of the orientation is for certified employees to become knowledgeable of the evaluation system. Each evaluator shall conduct sessions individually or in groups at his/her perspective workplace. The orientation meeting shall address the following components of the evaluation system:

- A. Code of Ethics
- B. Timelines
- C. Terms/Definitions
- D. Evaluation Process
- E. Standards/Performance Indicators
- F. Forms
- G. Professional Growth Plans
- H. Corrective Action Plans
- I. Appeals

FORMATIVE PROCESS - The formative process requires the evaluator to gather data related to the performance criteria and to conference with the evaluatee. More specifically, each formative evaluation for teachers shall include:

- A. Observation – Observing the employee in the workplace setting. Documenting specific information to share with the employee. A formal observation of a complete instructional block of time is required.
- B. Post Observation Conference – Conferencing with the evaluatee to identify strengths and areas of growth within five (5) teaching days from the observation.
- C. Corrective Action Plan (if needed)
- D. Review/Revise growth plans as needed.

SUMMATIVE PROCESS - The summative process refers to the stage in the system which leads to a summary of all data gathered during the total evaluation cycle. It marks the end of the cycle and requires a report of the evaluatee's status on all performance criteria and a review/development of the current growth plan.

- A. Summative Conference – If there is some question about the future employment of the evaluatee based on the evaluation results, it will be discussed during this conference.
- B. Summative Evaluation Form – The evaluator shall complete a report rating the evaluatee on all performance criteria with additional written comments to help clarify the performance of the evaluatee. This information will be discussed at the summative conference. The summative evaluation form shall be signed by the evaluator and the evaluatee. The evaluatee shall have the opportunity to provide a written response that will become part of the official personnel record. Copies of the summative evaluation form (excluding superintendent) will be provided to the evaluatee, kept on the file by the evaluator, and turned in to the Superintendent by April 2 to be filed in the employee's permanent file.
- C. Corrective Action Plan (if needed)
- D. Growth Plan

FREQUENCY OF EVALUATION:

Non-tenured teachers shall have a summative evaluation annually.

Intern teachers may be evaluated according to the Kentucky Teacher Intern Program (KTIP) in lieu of the Scott County Schools Certified Evaluation Plan. Intern teachers involved in KTIP must participate in and have on file Scott County Certified Evaluation Plan (Rev. 6/20/10)

the Scott County Schools Individual Professional Growth Plan. The Scott County Schools Final Summative Evaluation Form shall also be completed. Formative data may be transferred from the KTIP instruments to the Final Summative Evaluation Form to complete the summative evaluation process.

Tenured teachers shall have a summative evaluation a minimum of once every three years. Additional summative evaluations may be conducted as needed. A memo of notification, (prior notice of intent to conduct a summative evaluation) shall be sent to any certified staff member who receives a summative evaluation out of the current certified personnel evaluation cycle.

Administrators shall have a summative evaluation annually. The evaluator at his/her discretion may use various formative collection processes, as he/she deems appropriate. A Final Summative Evaluation Form shall be completed by the primary evaluator and will be reviewed during a summative conference.

Letters and Memos

In addition to district-adopted evaluation forms, letters, e-mails, and memos may be used to document both outstanding performance and performance which needs improvement.

APPEALS PROCESS

LOCAL APPEALS PANEL

- a. The district shall establish a panel to hear appeals from summative evaluations as required by KRS 156.557.
- b. The panel shall consist of three (3) certified employees. Two members of the panel shall be elected by and from the certified employees of the district. The two (2) alternates shall be decided from the same election. The certified employees receiving the third and fourth number of votes shall be the two (2) alternates. The local board of education shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.
- c. All terms of panel members and alternates shall be for three (3) years and run from July 1 to June 30. Members may be re-appointed or re-elected.
- d. The chairman of the panel shall be the certified employee appointed by the superintendent.
- e. Any evaluatee who believes that he or she was not fairly evaluated on the summative evaluation must submit the Evaluation Appeals Hearing Request Form to the Appeals Panel Chair within five (5) working days of the receipt of the summative evaluation.
- f. The appeal shall be written and signed on the Evaluation Appeals Hearing Request Form. The form shall state that evaluation records may be presented to and reviewed by the panel.
- g. No panel member shall serve on any panel on which he/she was the evaluator. Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for the panel. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, cousin and corresponding in-laws.
- h. Formal Hearing Process:
 - i. The evaluatee appealing to the panel has the burden of proof. Copies of all pertinent documentation for the hearing shall be provided for the appeals panel from the evaluator and evaluatee prior to the hearing.
 - ii. Legal counsel/representation is allowed for both parties. Prior notification of legal counsel for the evaluatee is required within four (4) working days of the hearing.
 - iii. Witnesses will be allowed to testify.
 - iv. The panel shall issue one of the following three recommendations to the superintendent within fourteen (14) working days from the date an appeal is filed.
 - Uphold the original summative evaluation
 - Remove the whole evaluation or any part of the summative evaluation
 - Order a second evaluation conducted by a trained evaluator employed by the district.

The superintendent will render a decision based on the recommendation of the appeals panel within three (3) working days and notify the evaluatee.

STATE EVALUATION APPEALS PANEL

- a. 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.

- b. A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.
- c. The appeal procedures shall be as follows:
 - i. The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.
 - ii. No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.
 - iii. A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
 - iv. A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
 - v. A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

Stages of Development Related to Growth Plan

Stage of Professional Development	Desired Practitioner Outcomes for Training	Appropriate Training Strategies & Staff Development Processes for Maximum Growth
<p>Orientation/Awareness Stage at which practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program.</p>	<ul style="list-style-type: none"> * Be able to describe the general characteristics of the program and the requirements for use. * Analyze his/her role in the program based upon program characteristics and requirements and the program's demands on the user and the school. * Be able to identify the knowledge/skills needed for program implementation. 	<ul style="list-style-type: none"> • Provide information on key concepts. • Address personal concerns. • Present exemplars and non exemplars. • Define competencies and requirements to implement program. • Provide opportunities for exploration.
<p>Preparation/Application Stage at which practitioners develop the skills and processes to begin program implementation.</p>	<ul style="list-style-type: none"> * Develop the knowledge and skills needed for initial implementation of the program. * Identify the logistical requirements necessary resources, and training for initial use of the programs. * Analyze existing resources to determine resources which needed to be ordered. * Organize activities, events, and resources for initial use of the program. 	<ul style="list-style-type: none"> • Model skills and processes. • Simulate tasks and processes. • Provide coaching and feedback. • Observation of exemplary programs.
<p>Implementation/Management Stage at which practitioners learn to master the required tasks for implementation of the program in their workplace.</p>	<ul style="list-style-type: none"> * Develop the knowledge and skills needed to organize and manage resources, activities, and events related to day-to-day use of the program. * Analyze his/her use of the program with regard to problems of logistics, management, time, schedules, resources, and reactions of the student. * Make appropriate adaptations, modifications in program needed to address local managerial and/or logistical issues. * Develop a knowledge of long term requirements for the use of the program. 	<ul style="list-style-type: none"> • Mentoring • Technical Assistance • Coaching • Networking of Resources • Visitation of successful programs in operation.
<p>Refinement/Impact Stage at which practitioners vary the use of practices to achieve maximum impact on student achievement.</p>	<ul style="list-style-type: none"> * Analyze cognitive and affective effects of program on student. * Develops immediate and long range plans which address possible needed changes in the program to enhance student outcomes. 	<ul style="list-style-type: none"> • Networking with consultants and other practitioners operating at impact stage. • Regional and national sharing conferences. • Serving as training facilitators to other programs.

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

FORMATIVE PRE-OBSERVATION CONFERENCE FORM

(To be completed by the evaluator and evaluatee before the classroom observation visit.)

Evaluatee	Evaluator	Position
School	Date	Time
Content Area / Grades	No. Students w/IEP's	No. of Students

.....
(To be completed by evaluatee and provided to the evaluator before the classroom observation.)

Academic Expectations Targeted # _____ # _____ # _____ # _____

Core Content # _____

Major Lesson Content or (Unit Study) _____

Specific Learning Target _____

Assessment of Lesson or (Culminating Performance) _____

Unique situations or circumstances of which observer should be aware: _____ **None or Not Applicable**

Context: Describe this lesson's relationship to the larger unit: _____

Growth Plan Objectives visible in lesson: _____

<i>Evaluatee Signature</i>	<i>Date</i>	<i>Evaluator Signature</i>	<i>Date</i>
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* Please place any additional comments/concerns on the back of this form.

Standards/Indicators for Teachers

1. Demonstrates Applied Content Knowledge

- 1.1. Communicates concepts, processes, and knowledge
- 1.2. Connects content to life experiences of student.
- 1.3. Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
- 1.4. Guides students to understand content from various perspectives.
- 1.5. Identifies and addresses students' misconceptions of content.

2. Designs and Plans Instruction

- 2.1. Develops significant objectives aligned with standards.
- 2.2. Uses contextual data to design instruction relevant to students.
- 2.3. Plans assessments to guide instruction and measure learning objectives.
- 2.4. Plans instructional strategies and activities that address learning objectives for all students.
- 2.5. Plans instructional strategies and activities that facilitate multiple levels of learning.

3. Creates and Maintains Learning Climate

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

4. Implements and Manages Instruction

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

5. Assesses and Communicates Learning Results

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

6. Demonstrates Implementation of Technology

- 6.1. Uses available technology to design and plan instruction.
- 6.2. Uses available technology to implement instruction that facilitates student learning.
- 6.3. Integrates student use of available technology into instruction.
- 6.4. Uses available technology to assess and communicate student learning.
- 6.5. Demonstrates ethical and legal use of technology.

7. Reflects and Evaluates Teaching/Learning

- 7.1. Uses data to reflect on and evaluate student learning.
- 7.2. Uses data to reflect on and evaluate instructional practice.

7.3. Uses data to reflect on and identify areas for professional growth.

8. Collaborates with Colleagues/Parents/Others

- 8.1. Identified students whose learning could be enhanced by collaboration.
- 8.2. Designs a plan to enhance student learning that includes all parties in the collaborative effort.
- 8.3. Implements planned activities that enhance student learning and engage all parties.
- 8.4. Analyzes data to evaluate the outcomes of collaborative efforts.

9. Evaluates Teaching/Implements Professional Development

- 9.1. Self assesses performance relative to Kentucky's Teacher Standards.
- 9.2. Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
- 9.3. Designs a professional growth plan that addresses identified priorities.
- 9.4. Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

10. Provides Leadership within School/Community/Profession

- 10.1. Identifies leadership opportunities that enhance student learning and/or professional environment of the school
- 10.2. Develops a plan for engaging in leadership activities.
- 10.3. Implements a plan for engaging in leadership activities.
- 10.4. Analyzes data to evaluate the results of planned and executed leadership efforts.
- 10.5. Demonstrates professional responsibility.
 - 10.5.1. Is punctual to school, professional meetings and school functions.
 - 10.5.2. Is conscientious regarding the importance of attendance for both self and students.
 - 10.5.3. Reflects on teaching evaluating results and impact on student achievement.
 - 10.5.4. Maintains accurate records evaluating results.
 - 10.5.5. Interacts professionally with students, colleagues, parents and community members.
 - 10.5.6. Performance of duties consistent with school, community goals and administrative regulations.
 - 10.5.7. Attainment of other established EPSB standards not included in this plan.
 - 10.5.8. Adhere to both the letter and spirit of the Code of Ethics 704 KAR 20:680

Formative Conference Report Form (Teachers)
Scott County Public Schools

Evaluatee _____

Conference Date _____

Evaluator _____

Position _____

Evaluatee's Comments/Reflection _____

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 Observation data is attached

- Teacher Standards:**
1. **Demonstrates Applied Content Knowledge**
 2. **Designs and Plans Instruction**
 3. **Creates and Maintains Learning Climate**
 4. **Implements and Manages Instruction**
 5. **Assesses and Communicates Learning Results**
 6. **Demonstrates Implementation of Technology**
 7. **Reflects and Evaluates Teaching and Learning**
 8. **Collaborates with Colleagues/Parents/Others**
 9. **Evaluates Teaching and Implements Professional Development**
 10. **Provides Leadership within School/community/Profession**

DATA COLLECTION SUMMARY (TEACHERS)

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

Observee _____ Content Area Grade(s) _____

Observer _____ Position _____

Date(s) of Observation(s) [Minimum of 1] and other data and artifact gathering. 1st _____ 2nd _____ 3rd _____ 4th _____

Unit of Study/Lesson _____ 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 Applied content Knowledge: *The teacher demonstrates a current and sufficient academic knowledge of certified content area to develop student knowledge and performance in those areas.*

1.1. Communicates concepts, processes and knowledge.

1.2. Connects content to life experiences of student.

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

1.4. Guides students to understand content from various perspectives.

1.5. Identifies and addresses students' misconceptions of content.

Standard 1. (Considerations for professional growth plan.)

Standard 2: Designs/Plans Instruction: *The teacher designs/plans instruction and develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

2.1. Develops significant objectives aligned with standards.

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

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

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

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

Standard 2. (Considerations for professional growth plan.)

Standard 3: Creates and Maintains Learning Climate: *The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

3.1. Communicates high expectations.

3.2. Establishes a positive learning environment.

3.3. Values and supports student diversity and addresses individual needs.

3.4. Fosters mutual respect between teacher and students and among students.

3.5. Provides a safe environment for learning.

Standard 3. (Considerations for professional growth plan.)

Standard 4: Implements/Manages Instruction: *The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

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

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

4.3. Uses time effectively.

4.4. Uses space and materials effectively.

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

Standard 4. (Considerations for professional growth plan.)

Standard 5: Assesses/Communicates Learning Results: *The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

5.1. Uses pre-assessments.

5.2. Uses formative assessments.

5.3. Uses summative assessments.

5.4. Describes, analyzes, and evaluates student performance data.

5.5. Communicates learning results to students and parents.

5.6. Allows opportunity for student self-assessment.

Standard 5. (Considerations for professional growth plan.)

Standard 6: Demonstrates Implementation of Technology: *The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.*

6.1. Uses available technology to design and plan instruction.

6.2. Uses available technology to implement instruction that facilitates student learning.

6.3. Integrates student use of available technology into instruction.

6.4. Uses available technology to assess and communicate student learning.

6.5. Demonstrates ethical and legal use of technology.

Standard 6. (Considerations for professional growth plan.)

Standard 7: Reflects/Evaluates Teaching/Learning: *The teacher reflects on and evaluates teaching/learning situations and/or programs.*

7.1. Uses data to reflect on and evaluate student learning.

7.2. Uses data to reflect on and evaluate instructional practice.

7.3. Uses data to reflect on and identify areas for professional growth.

Standard 7. (Considerations for professional growth plan.)

Standard 8: Collaborates with Colleagues/Parents/Others: *The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

8.1. Identifies students whose learning could be enhanced by collaboration.

8.2. Designs a plan to enhance student learning that includes all parties in the collaborative effort.

8.3. Implements planned activities that enhance student learning and engage all parties.

8.4. Analyzes data to evaluate the outcomes of collaborative efforts.

Standard 8. (Considerations for professional growth plan.)

Standard 9: Evaluates Teaching and Implements Professional Development: *The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.*

9.1. Self assesses performance relative to Kentucky's Teacher Standards.

9.2. Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.

9.3. Designs a professional growth plan that addresses identified priorities.

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

Standard 9. (Considerations for professional growth plan.)

Standard 10: Provides Leadership within School/Community: *The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.*

10.1. Identifies leadership opportunities that enhance student learning and/or professional environment of the school.

10.2. Develops a plan for engaging in leadership activities.

10.3. Implements a plan for engaging in leadership activities.

10.4. Analyzes data to evaluate the results of planned and executed leadership efforts.

10.5. Demonstrates professional responsibility.

Standard 10. (Considerations for professional growth plan.)

TEACHER SUMMATIVE CONFERENCING FORM

(Evaluator and evaluatee discuss and complete prior to developing the teacher'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, 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			Evidence
	Meets	Growth Needed	Does Not Meet	
1: Demonstrates Applied Content Knowledge				
1.1. Communicates concepts, processes, and knowledge.				
1.2. Connects content to life experiences of student.				
1.3. Demonstrates instructional strategies that are appropriate for content and contribute to student learning.				
1.4. Guides students to understand content from various perspectives.				
1.5. Identifies and addresses students' misconceptions of content.				
Standard 1 Overall Rating for Summative Evaluation Form				
2: Designs and Plans Instruction				Evidence
2.1. Develops significant objectives aligned with standards.				
2.2. Uses contextual data to design instruction relevant to students.				
2.3. Plans assessments to guide instruction and measure learning objectives.				
2.4. Plans instructional strategies and activities that address learning objectives for all students.				
2.5. Plans instructional strategies and activities that facilitate multiple levels of learning.				
Standard 2 Overall Rating for Summative Evaluation Form				
3: Creates and Maintains Learning Climate				Evidence
3.1. Communicates high expectations.				
3.2. Establishes a positive learning environment.				
3.3. Values and supports student diversity and addresses individual needs.				
3.4. Fosters mutual respect between teacher and students and among students.				
3.5. Provides a safe environment for learning.				
Standard 3 Overall Rating for Summative Evaluation Form				
4: Implements and Manages Instruction				Evidence
4.1. Uses a variety of instructional strategies that align with learning objectives and actively engage students.				
4.2. Implements instruction based on diverse student needs and assessment data.				
4.3. Uses time effectively.				
4.4. Uses space and materials effectively.				
4.5. Implements and manages instruction in ways that facilitate higher order thinking.				
Standard 4 Overall Rating for Summative Evaluation Form				
5: Assesses and Communicates Learning Results				Evidence
5.1. Uses pre-assessments.				
5.2. Uses formative assessments.				
5.3. Uses summative assessments.				

5.4. Describes, analyzes, and evaluates student performance data.				
5.5. Communicates learning results to students and parents.				
5.6. Allows opportunity for student self-assessment.				
Standard 5 Overall Rating for Summative Evaluation Form				
6: Demonstrates Implementation of Technology	Meets	Growth Needed	Does Not Meet	Evidence
6.1. Uses available technology to design and plan instruction.				
6.2. Uses available technology to implement instruction that facilitates student learning.				
6.3. Integrates student use of available technology into instruction.				
6.4. Uses available technology to assess and communicate student learning.				
6.5. Demonstrates ethical and legal use of technology.				
Standard 6 Overall Rating for Summative Evaluation Form				
7: Reflects and Evaluates Teaching/Learning	Meets	Growth Needed	Does Not Meet	Evidence
7.1. Uses data to reflect on and evaluate student learning.				
7.2. Uses data to reflect on and evaluate instructional practice.				
7.3. Uses data to reflect on and identify areas for professional growth.				
Standard 7 Overall Rating for Summative Evaluation Form				
8: Collaborates with Colleagues/Parents/Others	Meets	Growth Needed	Does Not Meet	Evidence
8.1. Identifies students whose learning could be enhanced by collaboration.				
8.2. Designs a plan to enhance student learning that includes all parties in the collaborative effort.				
8.3. Implements planned activities that enhance student learning and engage all parties.				
8.4. Analyzes data to evaluate the outcomes of collaborative efforts.				
Standard 8 Overall Rating for Summative Evaluation Form				
9: Evaluates Teaching/Implements Professional Development	Meets	Growth Needed	Does Not Meet	Evidence
9.1. Self assesses performance relative to Kentucky's Teacher Standards.				
9.2. Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.				
9.3. Designs a professional growth plan that addresses identified priorities.				
9.4. Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.				
Standard 9 Overall Rating for Summative Evaluation Form				
10. Provides Leadership within School/Community/Profession	Meets	Growth Needed	Does Not Meet	Evidence
10.1. Identifies leadership opportunities that enhance student learning and/or professional environment of the school.				
10.2. Develops a plan for engaging in leadership activities.				
10.3. Implements a plan for engaging in leadership activities.				
10.4. Analyzes data to evaluate the results of planned and executed leadership efforts.				

<p>10.5. Demonstrates professional responsibility.</p> <p>10.5.1. Is punctual to school, professional meetings and school functions.</p> <p>10.5.2. Is conscientious regarding the importance of attendance for both self and students.</p> <p>10.5.3. Reflects on teaching evaluating results and impact on student achievement.</p> <p>10.5.4. Maintains accurate records evaluating results.</p> <p>10.5.5. Interacts professionally with students, colleagues, parents and community members.</p> <p>10.5.6. Performance of duties consistent with school, community goals and administrative regulations.</p> <p>10.5.7. Attainment of other established EPSB standards not included in this plan.</p> <p>10.5.8. Adheres to both the letter and spirit of the Code of Ethics 704 KAR 20:680.</p>			
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.

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

 (Signature of Evaluatee) (Date)

 (Signature of Evaluator) (Date)

ISLLC

Standards and Indicators for Administrators

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

Standard 1: Vision

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

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

Table with 2 columns: Indicator (A-E) and Description of performance criteria for Standard 1.

Standard 2: School Culture and Learning

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

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

Table with 2 columns: Indicator (A-I) and Description of performance criteria for Standard 2.

Standard 3: Management

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

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

Table with 2 columns: Indicator (A-E) and Description of performance criteria for Standard 3.

Standard 4: Collaboration

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

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

A.	Collect and analyze data and information pertinent to the educational environment
B.	Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
C.	Build and sustain positive relationships with families and caregivers
D.	Build and sustain productive relationships with community partners

Standard 5: Integrity, Fairness, Ethics

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

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

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

Standard 6: Political, Economic, Legal

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

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

A.	Advocate for children, families, and caregivers
B.	Act to influence local, district, state, and national decisions affecting student learning
C.	Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

ADMINISTRATOR SUMMATIVE CONFERENCING FORM

(Evaluator and evaluatee discuss and complete prior to developing the teacher'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, units of study, etc.)

Evaluatee/Observee _____ **Position** _____

Evaluator/Observer _____ **Position** _____

Date of Conference (Analyses) _____ **School** _____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Evidence
	<small>**NOTE: *More than one (1) rating may be checked</small>			
	Meets	Growth Needed	Does Not Meet	
1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.				
A. Collaboratively develop and implement a shared vision and mission.				
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.				
C. Create and implement plans to achieve goals.				
D. Promote continuous and sustainable improvement.				
E. Monitor and evaluate progress and revise plans.				
Standard 1 Overall Rating for Summative Evaluation Form				
2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				Evidence
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.				
B. Create a comprehensive, rigorous, and coherent curricular program.				
C. Create a personalized and motivating learning environment for students.				
D. Supervise instruction.				
E. Develop assessment and accountability systems to monitor student progress.				
F. Develop the instructional and leadership capacity of staff.				
G. Maximize time spent on quality instruction.				
H. Promote the use of the most effective and appropriate technologies to support teaching and learning.				
I. Monitor and evaluate the impact of the instructional program.				
Standard 2 Overall Rating for Summative Evaluation Form				
3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.				Evidence
A. Collect and analyze data and information pertinent to the educational environment.				
B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.				

C. Build and sustain positive relationships with families and caregivers.				
D. Build and sustain productive relationships with community partners.				
Standard 3 Overall Rating for Summative Evaluation Form				
4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.	Meets	Growth Needed	Does Not Meet	Evidence
A. Collect and analyze data and information pertinent to the educational environment.				
B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.				
C. Build and sustain positive relationships with families and caregivers.				
D. Build and sustain productive relationships with community partners.				
Standard 4 Overall Rating for Summative Evaluation Form				
5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	Meets	Growth Needed	Does Not Meet	Evidence
A. Ensure a system of accountability for every student's academic and social success.				
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.				
C. Safeguard the values of democracy, equity, and diversity.				
D. Consider and evaluate the potential moral and legal consequences of decision making.				
E. Promote social justice and ensure that individual student needs inform all aspects of schooling.				
Standard 5 Overall Rating for Summative Evaluation Form				
6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	Meets	Growth Needed	Does Not Meet	Evidence
A. Advocate for children, families, and caregivers.				
B. Act to influence local, district, state, and national decisions affecting student learning.				
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.				
Standard 6 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/Indicators for Counselors

1. Academic Development

- 1.1 There is a K-12 School counseling Curriculum Component consisting of structured, developmental experiences presented systematically through classroom and group activities.
- 1.2 Counselor(s) spend an appropriate amount of time within the curriculum delivery component.

elementary-	25% - 45%
middle-	15% - 20%
high school	5% - 15%
- 1.3 Counselor(s) use a master program calendar as an overview for program activities.
- 1.4 The school counseling curriculum adequately addresses student needs identified by counselor and SBDM .
- 1.5 The comprehensive school counseling program addresses skills in the Core Content areas.
- 1.6 Counselor(s) will help students to assess and interpret data and information related to their abilities, interests, skills and achievement.
- 1.7 Counselor(s) will use individualized appraisal information to help students realize their personal, educational and career goals.
- 1.8 Counselor(s) spend an appropriate amount of time on career planning and awareness.

elementary-	0% - 5%
middle-	15% - 25%
high school-	30% - 40%
- 1.9 Informal and/or formal means are used to evaluate the school counseling program activities and to refine and update curriculum units.
- 1.10 Consult with and/or be a resource person for teachers.
- 1.11 Provide orientation activities for students new to the school, participate in orientation programs for parents and students; collaborate with middle school counselors to assist students in the transition from elementary to middle school; provide skills and work habits that lead to success in future schooling and work.

2. Career Development

- 2.1 Counselors will help student to assess and interpret data and information related to their abilities, interests, skills and achievement to help students realize their personal, educational and career goal.
- 2.2 School counselors are involved in activities that will increase their knowledge about community resources, employment opportunities and local labor market trends.
- 2.3 Guide and counsel groups and individual students through the development of educational and career plans. Provide skills and work habits that lead to success in future schooling and work.

3. Personal/Social Development

- 3.1 The school counseling curriculum adequately addresses student needs identified by counselor and SBDM.
- 3.2 Counselor(s) consult with students, parents and other educators.
- 3.3 Counselors provide counseling on a small group and individual basis.
- 3.4 Consult with teachers, staff, and parents to maintain the mental and emotional health of students: participate in relevant meetings; provide information for faculty; facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; and assist families with school related problems.

4. Consultation and Collaboration

- 4.1 Counselors provide counseling and other supportive activities to students and families facing emergency situations.
- 4.2 Counselors refer student, parents, and teachers to the appropriate professional resources when needed.
- 4.3 Counselors spend an appropriate amount of time within the responsive services component.
- 4.4 School counselors meet with appropriate school personnel to discuss such issues as policies, procedures

- and activities related to student transition, and program placement.
- 4.5 School counselors assist teachers and administrators in identifying students at risk and assist in developing strategies designed to increase the likelihood of their continuing in school.
 - 4.6 Counselors spend an appropriate amount of time within the system support component.

elementary-	10% - 15%
middle-	10% - 15%
high school-	15% - 20%
 - 4.7 Consult with teachers, staff, and parents to maintain the mental and emotional health of students; participate in relevant meetings; provide information for faculty; facilitate conferences with teachers, student, and parents; conduct or provide opportunities for parent education programs; and assist families with school related problems.
 - 4.8 In consultation with their parents, students with severe problems will be referred to the appropriate community agencies; consult and coordinate with in-district community agencies, such as school psychologist, nurses, administrators, and community based psychologists, service agencies, and physicians.

5. Professional Growth

- 5.1 Adheres to professional codes of ethics of the American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.
- 5.2 Adheres to federal/state laws and regulations related to education and child protection.
- 5.3 Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
- 5.4 Identifies activities that ensure the best practices of the profession.
- 5.5 Participates in professional organizations and activities.
- 5.6 Works with colleagues to administer an effective learning climate within the school.
- 5.7 Establishes priorities for professional growth.
- 5.8 Demonstrates professional responsibility.
 - 5.8.1 Is punctual to school, professional meetings and school functions.
 - 5.8.2 Is conscientious regarding the importance of attendance for both self and students.
 - 5.8.3 Reflects on teaching evaluating results and impact on student achievement.
 - 5.8.4 Maintains accurate records evaluating results.
 - 5.8.5 Interacts professionally with students, colleagues, parents and community members.
 - 5.8.6 Performance of duties consistent with school, community goals and administrative regulations.
 - 5.8.7 Attainment of other established EPSB standards not included in this plan.
 - 5.8.8 Adhere to both the letter and spirit of the Code of Ethics 704:KAR 20:680.

6. Implements Technology to Support Student Learning

- 6.1 Uses available technology to assess, collect data on, and communicate student learning.
- 6.2 Demonstrates ethical and legal use of technology.

Formative Conference Report Form (Counselors)
Scott County Public Schools

Evaluatee _____

Conference Date _____

Evaluator _____

Position _____

Evaluatee's Comments/Reflection _____

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 Observation data is attached

Counselor Standards:

- 1. Academic Development**
- 2. Career Development**
- 3. Personal/Social Development**
- 4. Consultation and Collaboration**
- 5. Professional Growth**
- 6. Implements Technology to Support Student Learning**

COUNSELOR SUMMATIVE CONFERENCING FORM

(Evaluator and evaluatee discuss and complete prior to developing the teacher'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, units of study, etc.)

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School _____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Evidence
	**NOTE: *More than one (1) rating may be checked			
1: Academic Development	Meets	Growth Needed	Does Not Meet	
1.1. There is a K-12 School counseling Curriculum Component consisting of structured, developmental experiences presented systematically through classroom and group activities				
1.2. Counselor(s) spend an appropriate amount of time within the curriculum delivery component				
1.3. Counselor(s) use a master program calendar as an overview for program activities				
1.4. The school counseling curriculum adequately addresses student needs identified by counselor and SBDM				
1.5. The comprehensive school counseling program addresses skills in the Core Content areas				
1.6. Counselor(s) will help students to assess and interpret data and information related to their abilities, interests, skills and achievement				
1.7. Counselor(s) will use individualized appraisal information to help students realize their personal, educational, and career goals.				
1.8. Counselor(s) spend an appropriate amount of time on career planning and awareness.				
1.9. Informal and/or formal means are used to evaluate the school counseling program activities and to refine and update curriculum units.				
1.10. Consult with and/or be a resource person for teachers.				
1.11. Provide orientation activities for students new to the school, participate in orientation programs for parents and students; collaborate with middle school counselors to assist students in the transition from elementary to middle school; provide skills and work habits that lead to success in future schooling and work.				
Standard 1 Overall Rating for Summative Evaluation Form				
2: Career Development	Meets	Growth Needed	Does Not Meet	Evidence
2.1. Counselors will help student to assess and interpret data and information related to their abilities, interests, skills and achievement to help students realize their personal, educational and career goal				
2.2. School counselors are involved in activities that will increase their knowledge about community resources, employment opportunities and local labor market trends				
2.3. Guide and counsel groups and individual students through the development of educational and career plans. Provide skills and work habits that lead to success in future schooling and work.				

Standard 2 Overall Rating for Summative Evaluation Form				
3: Personal/Social Development	Meets	Growth Needed	Does Not Meet	Evidence
3.1. The school counseling curriculum adequately addresses student needs identified by counselor and SBDM.				
3.2. Counselor(s) consult with students, parents, and other educators.				
3.3. Counselors provide counseling on a small group and individual basis.				
3.4. Consult with teachers, staff, and parents to maintain the mental and emotional health of students: participate in relevant meetings; provide information for faculty; facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; and assist families with school related problems.				
Standard 3 Overall Rating for Summative Evaluation Form				
4: Consultation and Collaboration	Meets	Growth Needed	Does Not Meet	Evidence
4.1. Counselors provide counseling and other supportive activities to students and families facing emergency situations.				
4.2. Counselors refer student, parent, and teachers to the appropriate professional resources when needed.				
4.3. Counselors spend an appropriate amount of time within the responsive services component.				
4.4. School counselors meet with appropriate school personnel to discuss such issues as policies, procedures and activities related to student transition and program placement.				
4.5. School counselors assist teachers and administrators in identifying students at risk and assist in developing strategies designed to increase the likelihood of their continuing in school.				
4.6. Counselors spend an appropriate amount of time within the system support component.				
4.7. Consult with teachers, staff, and parents to maintain the mental emotional health of students: participate in relevant meetings; provide information for faculty; facilitate conferences with teachers, student, and parents; conduct or provide opportunities for parent education programs; and assist families with school related problems.				
4.8. In consultation with their parents, students with severe problems will be referred to the appropriate community agencies; consult and coordinate with in-district community agencies, such as school psychologist, nurses, administrators, and community based psychologists, service agencies, and physicians.				
Standard 4 Overall Rating for Summative Evaluation Form				
5: Professional Growth	Meets	Growth Needed	Does Not Meet	Evidence
5.1. Adheres to professional codes of ethics of the American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.				
5.2. Adheres to the federal/state laws and regulations related to education and child protection.				
5.3. Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action.				
5.4. Identifies activities that ensure the best practices of the profession.				
5.5. Participates in professional organizations and activities.				
5.6. Works with colleagues to administer an effective learning climate within the school.				
5.7. Establishes priorities for professional growth.				

5.8. Demonstrates professional responsibility 5.8.1. Is punctual to school, professional meetings and school functions. 5.8.2. Is conscientious regarding the importance of attendance for both self and students. 5.8.3. Reflects on teaching, evaluating results, and impact on student achievement. 5.8.4. Maintains accurate records evaluating results. 5.8.5. Interacts professionally with students, colleagues, parents and community members. 5.8.6. Performance of duties consistent with school, community goals and administrative regulations. 5.8.7. Attainment of other established EPSB standards not included in this plan. 5.8.8. Adhere to both the letter and spirit of the Code of Ethics 704 KAR 20:680.				
Standard 5 Overall Rating for Summative Evaluation Form				
6: Implements Technology to Support Student Learning	Meets	Growth Needed	Does Not Meet	Evidence
6.1. Uses available technology to assess, collect data on, and communicate student learning.				
6.2. Demonstrates ethical and legal use of technology.				
Standard 6 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)

SUMMATIVE EVALUATION FORM FOR COUNSELORS

(This summarizes all the evaluation data including formative data, products and performance, portfolio materials, professional development activities, conferences, and other documentation in addition to formal observations and post-observation conferences.)

Evaluatee _____ Position _____

Evaluator _____ Position _____

School _____

Date(s) of Formal Observation(s) [Minimum of 1] 1st _____ 2nd _____ 3rd _____ 4th _____

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

Ratings:

Counselor Standards:

- 1. Academic Development
- 2. Career Development
- 3. Personal/Social Development
- 4. Consultation and Collaboration
- 5. Professional Growth
- 6. Implements Technology to Support Student Learning

<u>Meets</u>	<u>Growth Needed</u>	<u>* Does Not Meet</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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 Scott County's District evaluation plan.

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 a Corrective Action Plan.

Standards/Indicators for Library/Media Specialists

- 1. Demonstrates Proficiency in the Management and Administration of the Library Media Center** – Develops plans to carry out administrative duties efficiently. Utilizes outstanding communication skills. Improves all services and programs on a regular basis.
 - 1.1 Plans long-range goals of the library media center program with faculty, administration, and students.
 - 1.2 Plans and administers the budget according to the goals and objectives to the library media center program.
 - 1.3 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.
 - 1.4 Develops library media center policies, e.g., materials selection, collection development, circulation, challenged materials, copyright and technology.
 - 1.5 Administers a library media program that utilizes flexible access.
 - 1.6 Develops plans for maintaining a technologically current facility and program.
 - 1.7 Organizes, classifies, and catalogs library materials, following nationally recognized professional standards such as the AACR2 (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, MARC format.
 - 1.8 Evaluates programs, services, facilities, and materials informally on a continuous basis-identifying strengths and weaknesses.
 - 1.9 Organizes and maintains the library media center as functional, attractive, safe and orderly environment for optimal use by students and faculty.
 - 1.10 Publicizes the library media center programs, services, and materials through newsletters, announcements, or other innovative ways.
 - 1.11 Is responsible for the proper use of the facility, materials, and equipment.
 - 1.12 May plan and/or participate in special projects or proposals, e.g., book fairs.
 - 1.13 Trains and supervises library media center clerical staff, volunteers, and student helpers.
 - 1.14 Demonstrates professional responsibility
 - 1.14.1 Is punctual to school, professional meetings and school functions.
 - 1.14.2 Is conscientious regarding the importance of attendance for both self and students.
 - 1.14.3 Reflects on teaching, evaluating results and impact on student achievement.
 - 1.14.4 Maintains accurate records evaluating results
 - 1.14.5 Interacts professionally with students, colleagues, parents and community members.
 - 1.14.6 Performance of duties consistent with school, community goals and administrative regulations.
 - 1.14.7 Attainment of other established EPSB standards not included in this plan.
 - 1.14.8 Adhere to both the letter and spirit of the Code of Ethics 704 KAR 20:680.
- 2. Provides Exemplary Resources through Collection** – Selects and acquires appropriate materials for the school collection. Maintains and circulates the collection in an exceptional manner.
 - 2.1 Follows the district approved selection policy which includes a procedure for the reconsideration of materials.
 - 2.2 Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.
 - 2.3 Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.
 - 2.4 Maintains a professional collection.
 - 2.5 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy.
 - 2.6 Keeps a card or automated catalog current.
 - 2.7 Maintains statistical records and shelf list needed to verify collection of the library media center holdings.
 - 2.8 Makes general repairs and weeds collection.

3. **Provides Effective Library Media Services** – Assists staff and students in the use of the facilities and resources. Is responsible for media center public relations program.
 - 3.1 Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.
 - 3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.
 - 3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.
 - 3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.
 - 3.5 Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.
 - 3.6 Supports classroom teachers as a consultant in the development of instructional unites, activities, and curriculum connections.
 - 3.7 Assists faculty in the selection of materials to supplement instruction.
 - 3.8 Establishes positive rapport with staff and students.
 - 3.9 Makes the library media center and its resources accessible to students and faculty.
 - 3.10 Provides orientation for new faculty and students.
 - 3.11 Maintains effective communication with staff and students, e.g., informs faculty and students of new acquisitions and services.
 - 3.12 Provides the resources and promotes recreational reading for the school community.

4. **Enables Students to Become Effective Information Users** – Guides and encourages students. Integrates technology in the Library Media Center. Maintains an excellent climate for learning.
 - 4.1 Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals education reform and the academic expectations.
 - 4.2 Informally evaluates individuals and group needs and provides appropriate learning experiences.
 - 4.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.
 - 4.4 Provides for independent and cooperative group learning.
 - 4.5 Guides students in the selection of appropriate resources.
 - 4.6 Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.
 - 4.7 Promotes appreciation of various forms of literature emphasizing the highest quality.
 - 4.8 Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills, and to become skilled in all modes of communications.
 - 4.9 Incorporates the use of technology in accessing information.

Formative Conference Report Form (Library/Media Specialist)
Scott County Public Schools

Evaluatee _____

Conference Date _____

Evaluator _____

Position _____

Evaluatee's Comments/Reflection _____

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 Observation data is attached

Library/Media Specialist Standards:

- 1. Demonstrates Proficiency in the Management and Administration of the Library Media Center**
- 2. Provides Exemplary Resources Through Collection**
- 3. Provides Effective Library Media Services**
- 4. Enables Students to Become Effective Information Users**

LIBRARY/MEDIA SPECIALIST SUMMATIVE CONFERENCING FORM

(Evaluator and evaluatee discuss and complete prior to developing the teacher'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, 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			Evidence
	**NOTE: *More than one (1) rating may be checked			
1: Demonstrates Proficiency in the Management and Administration of the Library Media Center	Meets	Growth Needed	Does Not Meet	
1.1 Plans long-range goals of the library media center program with faculty, administration, and students.				
1.2 Plans and administers the budget according to the goals and objectives to the library media center program.				
1.3 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.				
1.4 Develops library media center policies, e.g., materials selection, collection development, circulation, challenged materials, copyright and technology.				
1.5 Administers a library media program that utilizes flexible access.				
1.6 Develops plans for maintaining a technologically current facility and program.				
1.7 Organizes, classifies, and catalogs library materials, following nationally recognized professional standards such as the AACR2 (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, MARC format.				
1.8 Evaluates programs, services, facilities, and materials informally on a continuous basis-identifying strengths and weaknesses.				
1.9 Organizes and maintains the library media center as functional, attractive, safe and orderly environment for optimal use by students and faculty.				
1.10 Publicizes the library media center programs, services, and materials through newsletters, announcements, or other innovative ways.				
1.11 Is responsible for the proper use of the facility, materials, and equipment.				
1.12 May plan and/or participate in special projects or proposals, e.g., book fairs.				
1.13 Trains and supervises library media center clerical staff, volunteers, and student helpers.				

1.14 Demonstrates professional responsibility. 1.14.1 Is punctual to school, professional meetings and school functions. 1.14.2 Is conscientious regarding the importance of attendance for both self and students. 1.14.3 Reflects on teaching, evaluating results and impact on student achievement. 1.14.4 Maintains accurate records evaluating results. 1.14.5 Interacts professionally with students, colleagues, parents and community members. 1.14.6 Performance of duties consistent with school, community goals and administrative regulations. 1.14.7 Attainment of other established EPSB standards not included in this plan. 1.14.8 Adhere to both the letter and spirit of the Code of Ethics 704 KAR 20:680.				
Standard 1 Overall Rating for Summative Evaluation Form				
2: Provides Exemplary Resources Through Collection	Meets	Growth Needed	Does Not Meet	Evidence
2.1 Follows the district approved selection policy which includes a procedure for the reconsideration of materials.				
2.2 Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.				
2.3 Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.				
2.4 Maintains a professional collection.				
2.5 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy.				
2.6 Keeps a card or automated catalog current.				
2.7 Maintains statistical records and shelf list needed to verify collection of the library media center holdings.				
2.8 Makes general repairs and weeds collection.				
Standard 2 Overall Rating for Summative Evaluation Form				
3: Provides Effective Library Media Services	Meets	Growth Needed	Does Not Meet	Evidence
3.1 Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.				
3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.				
3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.				
3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.				
3.5 Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.				
3.6 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum connections.				
3.7 Assists faculty in the selection of materials to supplement instruction.				
3.8 Establishes positive rapport with staff and students.				

3.9	Makes the library media center and its resources accessible to students and faculty.				
3.10	Provides orientation for new faculty and students.				
3.11	Maintains effective communication with staff and students, e.g., informs faculty and students of new acquisitions and services.				
3.12	Provides the resources and promotes recreational reading for the school community.				
Standard 3 Overall Rating for Summative Evaluation Form					
4: Enables Students to Become Effective Information Users		Meets	Growth Needed	Does Not Meet	Evidence
4.1	Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals education reform and the academic expectations.				
4.2	Informally evaluates individuals and group needs and provides appropriate learning experiences.				
4.3	Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.				
4.4	Provides for independent and cooperative group learning.				
4.5	Guides students in the selection of appropriate resources.				
4.6	Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.				
4.7	Promotes appreciation of various forms of literature emphasizing the highest quality.				
4.8	Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills, and to become skilled in all modes of communications.				
4.9	Incorporates the use of technology in accessing information.				
Standard 4 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 and Indicators for Psychologists

1 Creates a Climate Conducive for Consultation

- 1.1 Displays non-judgmental and accepting attitudes
- 1.2 Shows respect for others through active listening
- 1.3 Maintains the confidentiality of student interviews
- 1.4 Provides opportunities for students to explore problems and weigh alternatives in decision making
- 1.5 Encourages students to set goals and assume responsibility for meeting them

2 Employs a Variety of Effective Consultation Procedures

- 2.1 Consults with parents and staff on effective intervention and group based intervention strategies
- 2.2 Provides professional development for interested staff
- 2.3 Assists in the implementation of new curriculum
- 2.4 Maintains the confidentiality of student information relative to consultation cases
- 2.5 Consults with parents and staff to plan screening procedure for early identification of students needing special help
- 2.6 Provides organizational consultation relative to program development and evaluation

3 Implements Programs and Interventions Effectively

- 3.1 Develops and implements interventions which facilitate optimal functioning of individuals and groups, in conjunction with school and district based teams
- 3.2 Provides current information based on sound research findings regarding issues of concern
- 3.3 Provides preventive interventions, which include identification and treatment of children at risk for school problems, assisting children to acquire effective social problem solving skills, assisting and supervising staff to work with children with disabilities, and physical and mental health promotion
- 3.4 Consults with teachers and parents about the development of a child's Individual Education Plan
- 3.5 Participates in, conducts, and/or evaluates research and program development
- 3.6 Provides assistance in identifying useful resources

4 Provides Effective Assessment Services

- 4.1 Serves as a member of the school's multidisciplinary team
- 4.2 Provides comprehensive psychological evaluation which addresses individual differences in children's learning patterns
- 4.3 Assesses difficulties of referred students through appropriate assessment and diagnostic practices
- 4.4 Supervises selection of appropriate assessment devices and materials
- 4.5 Suggests and helps implement pre-referral strategies and interventions for students exhibiting learning behavior difficulties

5 Conducts Business to Remain in Compliance with Policies and Procedures of the School District

- 5.1 Strives to stay informed about policies and regulations applicable to the profession
- 5.2 Selects appropriate channels for resolving concerns and problems
- 5.3 Explains, discusses, and supervises purposes of assessment, procedural safeguards, due process, rules and regulations, and other information to parents, students, staff and administrators
- 5.4 Follows special education policies, procedures, and time lines for psychological evaluations
- 5.5 Supervises the following special education policies, procedures, and timelines for psychological evaluations

6 Participates in Professional Growth Activities

- 6.1 Demonstrates commitment by participation in professional activities (for example, professional organizations, coursework, workshops, and conferences)
- 6.2 Keeps abreast of developments in the profession through professional literature and continuing education offerings

7 Demonstrates Professional Behavior

- 7.1 Carries out responsibilities in a timely, prompt, and realistic time frame according to state and federal regulations
- 7.2 Maintains confidentiality of records and information related to individual cases
- 7.3 Maintains accurate case records and written reports of evaluations and provides the information as required to parents, school staff, and administration
- 7.4 Responds to crisis throughout the district when assistance is needed
- 7.5 Demonstrates the ability to communicate both in written and oral form, in a logical and effective manner with parents, children, and colleagues
- 7.6 Demonstrates professional responsibility
 - 7.6.1 Is punctual to school, professional meetings and school functions.
 - 7.6.2 Is conscientious regarding the importance of attendance for both self and students.
 - 7.6.3 Reflects on teaching evaluating results and impact on student achievement.
 - 7.6.4 Maintains accurate records evaluating results.
 - 7.6.5 Interacts professionally with students, colleagues, parents and community members.
 - 7.6.6 Performance of duties consistent with school, community goals and administrative regulations.
 - 7.6.7 Attainment of other established EPSB standards not included in this plan.
 - 7.6.8 Adheres to both the letter and spirit of the Code of Ethics 704 KAR 20:680.

8 Implements Technology to Support Student Learning

- 8.1 Uses available technology to assess, collect data on, and communicate student learning.
- 8.2 Demonstrates ethical and legal use of technology.

Formative Conference Report Form (Psychologist)
Scott County Public Schools

Evaluatee _____

Conference Date _____

Evaluator _____

Position _____

Evaluatee's Comments/Reflection _____

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 Observation data is attached

Psychologist Standards:

1. **Creates a Climate Conducive for Consultation**
2. **Employs a Variety of Effective Consultation Procedures**
3. **Implements Programs and Interventions Effectively**
4. **Provides Effective Assessment Services**
5. **Conducts business to Remain in Compliance with Policies and Procedures of the School District**
6. **Participates in Professional Growth Activities**
7. **Demonstrates Professional Behavior**
8. **Implements Technology to Support Student Learning**

PSYCHOLOGIST SUMMATIVE CONFERENCING FORM

(Evaluator and evaluatee discuss and complete prior to developing the teacher'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, units of study, etc.)

Evaluatee/Observee _____ **Position** _____

Evaluator/Observer _____ **Position** _____

Date of Conference (Analyses) _____ **School** _____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Evidence
	**NOTE: *More than one (1) rating may be checked			
	Meets	Growth Needed	Does Not Meet	
1: Creates a Climate Conducive to Consultation				
1.1. Displays non-judgmental and accepting attitudes.				
1.2. Shows respect for others through active listening.				
1.3. Maintains the confidentiality of student interviews.				
1.4. Provides opportunities for students to explore problems and weigh alternatives in decision making.				
1.5. Encourages students to get goals and assume responsibility for meeting them.				
Standard 1 Overall Rating for Summative Evaluation Form				
2: Employs a Variety of Effective Consultation Procedures				Evidence
2.1. Consults with parents and staff on effective intervention and group based intervention strategies.				
2.2. Provides professional development for interested staff.				
2.3. Assists in the implementation of new curriculum.				
2.4. Maintains the confidentiality of student information relative to consultation cases.				
2.5. Consults with parents and staff to plan screening procedure for early identification of students needing special help.				
2.6. Provides organizational consultation relative to program development and evaluation.				
Standard 2 Overall Rating for Summative Evaluation Form				
3: Implements Programs and Interventions Effectively				Evidence
3.1. Develops and implements interventions which facilitate optimal functioning of individuals and groups, in conjunction with school and district based teams.				
3.2. Provides current information based on sound research findings regarding issues of concern.				
3.3. Provides preventive interventions, which include identification and treatment of children at risk for school problems, assisting children to acquire effective social problem solving skills, assisting and supervising staff to work with children with disabilities, and physical and mental health promotion.				
3.4. Consults with teachers and parents about the development of a child's Individual Education Plan.				
3.5. Participates in, conducts, and/or evaluates research and program development.				
3.6. Provides assistance in identifying useful resources.				
Standard 3 Overall Rating for Summative Evaluation Form				
4: Provides Effective Assessment Services				Evidence
4.1. Serves as a member of the school's multidisciplinary team.				

4.2. Provides comprehensive psychological evaluation which addresses individual differences in children's learning patterns.				
4.3. Assesses difficulties of referred students through appropriate assessment and diagnostic practices.				
4.4. Supervises selection of appropriate assessment devices and materials.				
4.5. Suggests and helps implement pre-referral strategies and interventions for students exhibiting learning/behavior difficulties.				
Standard 4 Overall Rating for Summative Evaluation Form				
5: Conducts Business to Remain in Compliance with Policies and Procedures of the School District	Meets	Growth Needed	Does Not Meet	Evidence
5.1. Strives to stay informed about policies and regulations applicable to the profession.				
5.2. Selects appropriate channels for resolving concerns and problems.				
5.3. Explains, discusses, and supervises purposes of assessment, procedural safeguards, due process, rules and regulations, and other information to parents, students, staff and administrators.				
5.4. Follows special education policies, procedures, and timelines for psychological evaluations.				
5.5. Supervises the following special education policies and procedures and timelines for psychological evaluations.				
Standard 5 Overall Rating for Summative Evaluation Form				
6: Participates in Professional Growth Activities	Meets	Growth Needed	Does Not Meet	Evidence
6.1. Demonstrates commitment by participation in professional activities (for example, professional organizations, coursework, workshops and conferences).				
6.2. Keeps abreast of developments in the profession through professional literature and continuing education offerings.				
Standard 6 Overall Rating for Summative Evaluation Form				
7: Demonstrates Professional Behavior	Meets	Growth Needed	Does Not Meet	Evidence
7.1. Carries out responsibilities in a timely, prompt, and realistic time frame according to state and federal regulations.				
7.2. Maintains confidentiality of records and information related to individual cases.				
7.3. Maintains accurate case records and written reports of evaluations and provides the information as required to parents, school staff and administration.				
7.4. Responds to crisis throughout the district when assistance is needed.				
7.5. Demonstrates the ability to communicate both in written and oral form, in a logical and effective manner with parents, children, and colleagues.				
7.6. Demonstrates professional responsibility. 7.6.1. Is punctual to school, professional meetings and school functions. 7.6.2. Is conscientious regarding the importance of attendance for both self and students. 7.6.3. Reflects on teaching evaluating results and impact on student achievement. 7.6.4. Maintains accurate records evaluating results. 7.6.5. Interacts professionally with students, colleagues, parents and community members. 7.6.6. Performance of duties consistent with school, community goals and administrative regulations. 7.6.7. Attainment of other established EPSB standards not included in this plan. 7.6.8. Adheres to both the letter and spirit of the Code of Ethics 704 KAR 20:680.				

Standard 7 Overall Rating for Summative Evaluation Form				
8: Implements Technology to Support Student Learning	Meets	Growth Needed	Does Not Meet	Evidence
8.1. Uses available technology to assess, collect data on, and communicate student learning.				
8.2. Demonstrates ethical and legal use of technology.				
Standard 8 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)

SUMMATIVE EVALUATION FORM FOR PSYCHOLOGISTS

(This summarizes all the evaluation data including formative data, products and performance, portfolio materials, professional development activities, conferences, and other documentation in addition to formal observations and post-observation conferences.)

Evaluatee _____ Grade/Content Area _____

Evaluator _____ Position _____

School _____

Date(s) of Formal Observation(s) [Minimum of 1] 1st _____ 2nd _____ 3rd _____ 4th _____

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

Ratings:

Psychologist Standards:

1. **Creates a Climate Conducive for Consultation**
2. **Employs a Variety of Effective Consultation Procedures**
3. **Implements Programs and Interventions Effectively**
4. **Provides Effective Assessment Services**
5. **Conducts business to Remain in Compliance with Policies and Procedures of the School District**
6. **Participates in Professional Growth Activities**
7. **Demonstrates Professional Behavior**
8. **Implements Technology to Support Student Learning**

Meets

Growth Needed

*** 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. _____ 7. _____ 8. _____

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

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

Signature

Date

Evaluator:

Signature

Date

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

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 a Corrective Action Plan.

Standards and Indicators for Speech Pathologists

1. Implements Assessment Procedures

- 1.1 Assists and guides teachers through the referral process
- 1.2 Provides screening to identify need for further assessment
- 1.3 Provides a thorough assessment and diagnosis
- 1.4 Maintains ongoing records of referred, screened and eligible students
- 1.5 Follows timelines from initial referral to placement
- 1.6 Completes all forms as required before placement and reevaluation
- 1.7 Compiles case history as needed
- 1.8 Assists in referrals to agencies

2. Demonstrates a Readiness to Teach

- 2.1 Selects appropriate student objectives as dictated by ARC and IEP
- 2.2 Selects appropriate learning experiences
- 2.3 Uses time effectively
- 2.4 Prepares instruction on the basis of individual needs
- 2.5 Develops a therapeutic program
- 2.6 Schedules caseload in an efficient and cooperative manner

3. Demonstrates a Proficiently Managed Environment

- 3.1 Arranges setting to support learner activities
- 3.2 Provides for a safe and orderly environment
- 3.3 Uses classroom procedures that are clear and easily managed
- 3.4 Uses classroom procedures that permit independent and interdependent learning

4. Demonstrates Proficiency in Managing Student Behavior

- 4.1 Establishes and clearly communicates expectations
- 4.2 Reinforces acceptable student behaviors
- 4.3 Uses appropriate consequences for altering unacceptable student behaviors
- 4.4 Monitors student behaviors
- 4.5 Holds each student accountable for his/her own behaviors
- 4.6 Creates a climate in which students display initiative and accept responsibility for learning and conduct
- 4.7 Demonstrates fairness and consistency in enforcing behavior expectations
- 4.8 Manages disruptive behavior constructively while maintaining momentum

5. Integrates the Curriculum so Students Can Make Connection Between Knowledge and Experiences

- 5.1 Implements therapy related to classroom curriculum when possible
- 5.2 Designs and implements themes of interest to students
- 5.3 Provides for critical differences of students in curriculum and instruction planning and implementation
- 5.4 Uses student performance to evaluate growth

6. Teaches the Skills Necessary for Students to Become Productive Members of Various Groups

- 6.1 Teaches the skills needed for interdependence to work effectively in groups (taking turns and respecting views of others). Teaches skills for group communication listening, speaking

7. Uses a Variety of Effective Teaching Techniques - Equipment, Media and Materials

- 7.1 Uses cooperative learning strategies, when appropriate
- 7.2 Selects teaching techniques that match the readiness of students to learn.
- 7.3 Provides for independent and interdependent learning
- 7.4 Maintains a schedule that assures students will experience success
- 7.5 Uses a variety of questioning. techniques (e.g., signal, sample, redirection, individual or private response, prompting, clarification, refocusing, pausing in the speech environment
- 7.6 Demonstrates knowledge about technology in the speech environment
- 7.7 Incorporates use of technology into instructional plan, when possible

8. Uses Teaching Strategies that Increase Student Motivation

- 8.1 Is knowledgeable of Total Communication Approach
- 8.2 Provides all students with the opportunity for successful experiences
- 8.3 Demonstrates high expectations
- 8.4 Demonstrates a high level of concern for student success
- 8.5 Communicates a positive classroom climate of mutual respect
- 8.6 Promotes interest through personalizing instruction and novel approaches
- 8.7 Provides knowledge of results that are meaningful and timely
- 8.8 Provides specific feedback
- 8.9 Demonstrates a caring attitude
- 8.10 Demonstrates consistent communication with parent/guardian

9. Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment

- 9.1 Prepares paperwork and has necessary forms available for parent conferences
- 9.2 Uses narrative methods of reporting student progress when appropriate
- 9.3 Shows actual expectations met by student
- 9.4 Conducts conferences with parent/guardian
- 9.5 Reports so that students are not compared to other students
- 9.6 Maintains ongoing communication with parent/guardian
- 9.7 Provides information regarding agencies/programs available within the community as needed

10. Collaborates with Teachers and Staff

- 10.1 Cooperatively develops IEP goals and objectives with Special Education teachers who have students with speech service
- 10.2 Serves as a consultant on topics regarding speech/language development
- 10.3 Assists in proper referral of individuals to agencies and specialists in the community as appropriate
- 10.4 Shares instructional materials and media

11. Meets Professional Standards

- 11.1 Assumes responsibility for requisitioning and maintaining needed equipment and materials, as provided by the Board
- 11.2 Meets assigned time frames
- 11.3 Serves on committees
- 11.4 Fulfills out-of-class obligations/duties
- 11.5 Maintains confidentiality regarding students
- 11.6 Shows positive working relationship with faculty and staff
- 11.7 Follows proper channels to address issues and problems
- 11.8 Shows proper regard toward students
- 11.9 Demonstrates good judgment in decision making
- 11.10 Seeks further education/training
- 11.11 Participates in workshops, seminars, and other professional growth opportunities
- 11.12 Belongs to professional organizations
- 11.13 Establishes a pattern of dependability by being punctual and having regular attendance
- 11.14 Demonstrates professional responsibility
 - 11.14.1 Is punctual to school, professional meetings and school functions.
 - 11.14.2 Is conscientious regarding the importance of attendance for both self and students.
 - 11.14.3 Reflects on teaching evaluating results and impact on student achievement.
 - 11.14.4 Maintains accurate records evaluating results.
 - 11.14.5 Interacts professionally with students, colleagues, parents and community members.
 - 11.14.6 Performance of duties consistent with school, community goals and administrative regulations.
 - 11.14.7 Attainment of other established EPSB standards not included in this plan.
 - 11.14.8 Adheres to both the letter and spirit of the Code of Ethics 704 KAR 20:680.

12. Uses Professional Growth Activities to Improve the Speech Therapy Program

- 12.1 Identifies professional growth activities which will improve the speech therapy program
- 12.2 Develops Professional Growth Plan
- 12.3 Develops a plan which is congruent with the school and district mission and goals
- 12.4 Revises Professional Growth Plan as goals change

13. Implements Technology to Support Student Learning

- 13.1 Uses available technology to assess, collect data on, and communicate student learning.
- 13.2 Demonstrates ethical and legal use of technology.

Formative Conference Report Form (Speech Pathologist)
Scott County Public Schools

Evaluatee _____

Conference Date _____

Evaluator _____

Position _____

Evaluatee's Comments/Reflection _____

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 Observation data is attached

Speech Pathologist Standards:

1. **Implements Assessment Procedures**
2. **Demonstrates a Readiness to Teach**
3. **Demonstrates a Proficiently Managed Environment**
4. **Demonstrates Proficiency in Managing Student Behavior**
5. **Integrates the Curriculum so Students Can Make Connection Between Knowledge and Experiences**
6. **Teaches the Skills Necessary for Students to Become Productive Members of Various Groups**
7. **Uses a Variety of Teaching Techniques – Equipment, Media, and Materials**
8. **Uses Teaching Strategies that Increase Student Motivation**
9. **Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment**
10. **Collaborates with Teachers and Staff**
11. **Meets Professional Standards**
12. **Uses Professional Growth Activities to Improve the Speech Therapy Program**
13. **Implements Technology to Support Student Learning**

SPEECH PATHOLOGIST SUMMATIVE CONFERENCING FORM

(Evaluator and evaluatee discuss and complete prior to developing the teacher'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, units of study, etc.)

Evaluatee/Observee _____ **Position** _____

Evaluator/Observer _____ **Position** _____

Date of Conference (Analyses) _____ **School** _____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Evidence
	**NOTE: *More than one (1) rating may be checked			
	Meets	Growth Needed	Does Not Meet	
1: Implements Assessment Procedures				
1.1. Assists and guides teachers through the referral process.				
1.2. Provides screening to identify need for further assessment.				
1.3. Provides a thorough assessment and diagnosis.				
1.4. Maintains ongoing records of referred, screened and eligible students.				
1.5. Follows timelines from initial referral to placement.				
1.6. Completes all forms as required before placement and reevaluation.				
1.7. Compiles case history as needed.				
1.8. Assists in referrals to agencies.				
Standard 1 Overall Rating for Summative Evaluation Form				
2: Demonstrates a Readiness to Teach				Evidence
2.1. Selects appropriate student objectives as dictated by ARC and IEP.				
2.2. Selects appropriate learning experiences.				
2.3. Uses time effectively.				
2.4. Prepares instruction on the basis of individual needs.				
2.5. Develops a therapeutic program.				
2.6. Schedules caseload in an efficient and cooperative manner.				
Standard 2 Overall Rating for Summative Evaluation Form				
3: Demonstrates a Proficiently Managed Environment				Evidence
3.1. Arranges setting to support learner activities.				
3.2. Provides for a safe and orderly environment.				
3.3. Uses classroom procedures that are clear and easily managed.				
3.4. Uses classroom procedures that permit independent and interdependent learning.				
Standard 3 Overall Rating for Summative Evaluation Form				
4: Demonstrates Proficiency in Managing Student Behavior				Evidence
4.1. Establishes and clearly communicates expectations.				
4.2. Reinforces acceptable student behaviors.				
4.3. Uses appropriate consequences for altering unacceptable student behaviors.				
4.4. Monitors student behaviors.				
4.5. Holds each student accountable for his/her own behaviors.				
4.6. Creates a climate in which students display initiative and accept responsibility for learning and conduct.				
4.7. Demonstrates fairness and consistency in enforcing behavior expectations.				
4.8. Manages disruptive behavior constructively while maintaining momentum.				

Standard 4 Overall Rating for Summative Evaluation Form				
5: Integrates the Curriculum so Students Can make Connection Between Knowledge and Experiences	Meets	Growth Needed	Does Not Meet	Evidence
5.1. Implements therapy related to classroom curriculum when possible.				
5.2. Designs and implements themes of interest to students.				
5.3. Provides for critical differences of students in curriculum and instruction planning and implementation.				
5.4. Uses student performance to evaluate growth.				
Standard 5 Overall Rating for Summative Evaluation Form				
6: Teaches the Skills Necessary for Students to Become Productive Members of Various Groups	Meets	Growth Needed	Does Not Meet	Evidence
6.1. Teaches the skills needed for interdependent to work effectively in groups (taking turns and respecting views of others). Teaches skills for group communication listening, speaking.				
Standard 6 Overall Rating for Summative Evaluation Form				
7: Uses a Variety of Effective Teaching Techniques – Equipment, Media, and Materials	Meets	Growth Needed	Does Not Meet	Evidence
7.1. Uses cooperative learning strategies, when appropriate.				
7.2. Selects teaching techniques that match the readiness of students to learn.				
7.3. Provides for independent and interdependent learning.				
7.4. Maintains a schedule that assures students will experiences success.				
7.5. Uses a variety of questioning techniques (e.g., signal, sample, redirection, individual or private response, prompting, clarification, refocusing, pausing in the speech environment).				
7.6. Demonstrates knowledge about technology in the speech environment.				
7.7. Incorporates use of technology into instructional plan, when possible				
Standard 7 Overall Rating for Summative Evaluation Form				
8: Uses Teaching Strategies that Increase Student Motivation	Meets	Growth Needed	Does Not Meet	Evidence
8.1. Is knowledgeable of Total Communication Approach.				
8.2. Provides all students with the opportunity for successful experiences.				
8.3. Demonstrates high expectations.				
8.4. Demonstrates a high level of concern for student success.				
8.5. Communicates a positive classroom climate of mutual respect.				
8.6. Promotes interest through personalizing instruction and novel approaches.				
8.7. Provides knowledge of results that are meaningful and timely.				
8.8. Provides specific feedback.				
8.9. Demonstrates a caring attitude.				
8.10. Demonstrates a consistent communication with parent/guardian.				
Standard 8 Overall Rating for Summative Evaluation Form				
9: Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment	Meets	Growth Needed	Does Not Meet	Evidence
9.1. Prepares paperwork and has necessary forms available for parent conferences.				
9.2. Uses narrative methods of reporting student progress when appropriate.				
9.3. Shows actual expectations met by student.				
9.4. Conducts conferences with parent/guardian.				
9.5. Reports so that students are not compared to other students.				
9.6. Maintains ongoing communication with parent/guardian.				
9.7. Provides information regarding agencies/programs available within the community as needed.				

Standard 9 Overall Rating for Summative Evaluation Form				
10: Collaborates with Teachers and Staff	Meets	Growth Needed	Does Not Meet	Evidence
10.1. Cooperatively develops IEP goals and objectives with Special Education teachers who have students with speech service.				
10.2. Serves as a consultant on topics regarding speech/language development.				
10.3. Assists in proper referral of individuals to agencies and specialist in the community as appropriate.				
10.4. Shares instructional materials and media.				
Standard 10 Overall Rating for Summative Evaluation Form				
11: Meets Professional Standards	Meets	Growth Needed	Does Not Meet	Evidence
11.1. Assumes responsibility for requisitioning and maintain needed equipment and materials, as provided by the Board.				
11.2. Meets assigned time frames.				
11.3. Serves on committees.				
11.4. Fulfills out-of-class obligations/duties.				
11.5. Maintains confidentiality regarding students.				
11.6. Shows positive working relationship with faculty and staff.				
11.7. Follows proper channels to address issues and problems.				
11.8. Shows proper regard toward students.				
11.9. Demonstrates good judgment in decision making.				
11.10. Seeks further education/training.				
11.11. Participates in workshops, seminars, and other professional growth opportunities.				
11.12. Belongs to professional organizations.				
11.13. Establishes a pattern of dependability by being punctual and having regular attendance.				
11.14. Demonstrates professional responsibility. 11.14.1. Is punctual to school, professional meetings and school functions. 11.14.2. Is conscientious regarding the importance of attendance for both self and students. 11.14.3. Reflects on teaching evaluating results and impact on student achievement. 11.14.4. Maintains accurate records evaluating results. 11.14.5. Interacts professionally with students, colleagues, parents and community members. 11.14.6. Performance of duties consistent with school, community goals and administrative regulations. 11.14.7. Attainment of other established EPSB standards not included in this plan. 11.14.8. Adheres to both the letter and spirit of the Code of Ethics 704 KAR 20:680.				
Standard 11 Overall Rating for Summative Evaluation Form				
12: Uses Professional Growth Activities to Improve the Speech Therapy Program	Meets	Growth Needed	Does Not Meet	Evidence
12.1. Identifies professional growth activities which will improve the speech therapy program.				
12.2. Develops professional growth plan.				
12.3. Develops a plan which is congruent with the school and district mission and goals.				
12.4. Revises professional growth plan as goals change.				
Standard 12 Overall Rating for Summative Evaluation Form				
13: Implements Technology to Support Student Learning	Meets	Growth Needed	Does Not Meet	Evidence

13.1. Uses available technology to assess, collect data on, and communicate student learning				
13.2. Demonstrates ethical and legal use of technology.				
Standard 13 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)

SUMMATIVE EVALUATION FORM FOR SPEECH PATHOLOGISTS

(This summarizes all the evaluation data including formative data, products and performance, portfolio materials, professional development activities, conferences, and other documentation in addition to formal observations and post-observation conferences.)

Evaluatee _____ Grade/Content Area _____

Evaluator _____ Position _____

School _____

Date(s) of Formal Observation(s) [Minimum of 1] 1st _____ 2nd _____ 3rd _____ 4th _____

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

Ratings:

<u>Speech Pathologist Standards:</u>	<u>Meets</u>	<u>Growth Needed</u>	<u>* Does Not Meet</u>
1. Implements Assessment Procedures	_____	_____	_____
2. Demonstrates a Readiness to Teach	_____	_____	_____
3. Demonstrates a Proficiently Managed Environment	_____	_____	_____
4. Demonstrates Proficiency in Managing Student Behavior	_____	_____	_____
5. Integrates the Curriculum so Students Can Make Connection Between Knowledge and Experiences	_____	_____	_____
6. Teaches the Skills Necessary for Students to Become Productive Members of Various Groups	_____	_____	_____
7. Uses a Variety of Teaching Techniques – Equipment, Media, and Materials	_____	_____	_____
8. Uses Teaching Strategies that Increase Student Motivation	_____	_____	_____
9. Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment	_____	_____	_____
10. Collaborates with Teachers and Staff	_____	_____	_____
11. Meets Professional Standards	_____	_____	_____
12. Uses Professional Growth Activities to Improve the Speech Therapy Program	_____	_____	_____
13. Implements Technology to Support Student Learning	_____	_____	_____
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. ____ 11. ____ 12. ____ 13. ____

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

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

Evaluator:

_____	_____
Signature	Date
_____	_____
Signature	Date

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

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 a Corrective Action Plan.

**INDIVIDUAL CORRECTION ACTION PLAN
for**

Date: _____

Worksite: _____

Standard No.	Present PG Stage **	Growth Objectives & Goals (Describe desired outcomes)	Procedures & Activities for achieving Goals & Objectives (Include support personnel)	Appraisal Method & Target Dates

Evaluatee's Comments: _____

Evaluators' Comments: _____

Individual Correction Plan Developed	Status: Achieved__ Revised__ Continued__
_____ (Evaluatee's Signature) _____ (Date)	_____ (Evaluatee's Signature) _____ (Date)
_____ (Evaluator's Signature) _____ (Date)	_____ (Evaluator's Signature) _____ (Date)

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

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 consistently 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. Corrective Action Plan goals and objectives
2. Procedures and activities designed to achieve Corrective Action Plan goals and objectives
3. Targeted dates for appraising the evaluatee's improvement towards the identified Corrective Action Plan goals and objectives

Employees who fail to make sufficient progress to meet Evaluation Standards identified for them will not be recommended to the Superintendent for rehire. If the Superintendent chooses to dismiss the employee, the employee will be notified by April 30th or 90 days before the first student attendance day of the next school year.

A corrective action plan may be developed for two purposes: (1) when improvement is needed to correct 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 CAP 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's 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.