SHELBY COUNTY PUBLIC SCHOOLS

James Neihof, Superintendent
502.633.2375 – 1155 West Main Street – PO Box 159 – Shelbyville KY 40066-0159

September 18, 2009

David Simpson, Manager, Professional Growth Branch
Kentucky Department of Education
500 Mero Street, CTP17th Floor
Frankfort, KY 40601

Dear Mr. Simpson,

Enclosed you will find the Shelby County Certified Evaluation Plan with the corrections.

I will be sending you the minutes of the board meeting where the revisions are approved next week.

Sincerely,

Barbara Allan

Barbara Allan
Director of Administration and Personnel

BA/bla

Enclosure: Evaluation Plan

SHELBY COUNTY PUBLIC SCHOOLS

James Neihof, Superintendent
502.633.2375 – 1155 West Main Street – PO Box 159 – Shelbyville KY 40066-0159

September 25, 2009

David Simpson, Manager, Professional Growth Branch
Kentucky Department of Education
500 Mero Street, CTP17th Floor
Frankfort, KY 40601

Dear Mr. Simpson,

On September 24, 2009 the Shelby County Board of Education met and approved revisions to the Certified Evaluation Plan for the 2009-2010 school year.

The order number from the meeting is: 78

The final version is being used for the entire evaluation process this year.
The board minutes are attached.

Sincerely,

Barbara

Barbara Allan
Director of Administration and Personnel

BA/bla

Attachment: Board Minutes, September 24, 2009 meeting

SHELBY COUNTY PUBLIC SCHOOLS

Evaluation and Professional Improvement Plan

2009-2010 School Year

Revised:
04/1996, 05/01, 03/04, 03/05, 06/06, 03/07, 03/ 08, 03/09
Reviewed:
03/1997, 04/1998, 03/1999, 03/00, 03/02, 02/03, 06/ 06, 03/ 07

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Affirmative Action/
Non-Discrimination Statement

Students, their parents, employees and potential employees of the Shelby County Public Schools are hereby notified that the Shelby County Public School District does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex or disability in employment, educational programs, vocational programs or activities set forth in compliance with the Office of Civil Rights, Title VI, Title VII, Title IX, ADA, and Section 504.

The Shelby County Public School System offers the following vocational education programs for students in grades 9-12: Agriculture, Family Consumer Sciences, and Industrial Technology. The following vocational school classes are available to students in grades 10-12: Auto Mechanics, Business and Office, Carpentry, Electricity, Health Services, Machine Shop, and Welding. Keyboarding is offered to students in grades 9-12.

Any person having inquiries concerning the
Shelby County Public Schools' compliance
with the Office of Civil Rights,
Title VI, Title VII, Title IX, ADA, and Section 504
is directed to contact:
Director of Administration and Personnel
Human Resources Coordinator
Special Education/504 Coordinator
Director of Student Accounting and Support Services

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Equal Opportunity/Affirmative Action Employer

Revised 03/08

SHELBY COUNTY PUBLIC SCHOOLS
Evaluation and Professional Improvement Plan for Certified Staff

The purpose of the evaluation system shall be to improve instruction, provide a measure of performance accountability to citizens, provide encouragement and incentive for employees to improve performance, and support individual personnel decisions. Professional development is a continuous cooperatively planned program to improve the performance of each member and to help him/her become the best professional person possible. The evaluation plan indicators are based on the Experienced Teacher Standards, approved by the Education Professional Standards Board and the Professional Code of Ethics.

EVALUATION PROCESS

STEPS	PROCEDURES	COMPLETION ON/OR BEFORE
☐ Step 1:	Teacher's Individual Professional Growth/Improvement Plan (SC110) due.	Closing Day (Preceding Year)
☐ Step 2:	Approval of Individual Professional Growth/Improvement Plan and/or changes in PGP Plan.	June30 PreceedingYear (new hires by Oct. 1)
☐ Step 3:	Administrators' evaluation training.	Prior to 1st day of school
☐ Step 4:	Director of Administration and Personnel will send necessary plans and forms to all evaluators and place on sharepoint, after list of evaluatees is approved.	
☐ Step 5:	Evaluator notifies those he/she will evaluate. ☐ Meet with evaluatees. ☐ Provide copy of plan. ☐ Explain plan, documents and procedures as related to evaluatee. ☐ Explain monitoring of Individual Professional Growth/Improvement Plan (SC110).	Within thirty (30) days after their first working day
☐ Step 6:	Review Evaluation Plan individually.	
☐ Step 7:	At least two (2) Formative documents will be completed on each teacher evaluated	One before winter break and one after winter break
☐ Step 7a:	Post Observation conference is required within five (5) school days. If "Improvement Needed" or "Standard Not Met" rating is given, use SC106.	
☐ Step 7b:	If SC106 is used a follow-up conference must be held within twenty (20) school days. Use SC 106A for documentation.	
☐ Step 8:	Seek input from all teachers and/or administrators who serve the school to assist in formative evaluation of the staff evaluation assignments. *(Optional)*	
☐ Step 9:	Observations, conferencing and monitoring.	
☐ Step 10:	All Summative documents due to office of the Superintendent.	☐May 1: Non-tenured and KTIP ☐May 7: Tenured and Administrators

EVALUATION RESPONSIBILITY CHART

	EVALUATEES
Board of Education:	Superintendent
Superintendent:	Assistant Superintendents Director of Administration and Personnel Director of Finance Director of Student Accounting & Support Services Principals
Assistant Superintendent of Operations:	Operations Support Administrator Food Service Coordinator
Assistant Superintendent for Student Achievement:	Director of Special Programs Instructional Supervisors District Assessment Coordinator Technology Resource Teacher Student Achievement Consultants District Reading and Writing Consultant
Director of Administration and Personnel:	Human Resources Coordinator
Director of Student Accounting and Support Services:	Homebound Teacher
Director of Special Programs:	Special Education Coordinator Reading Recovery/Title I Coordinator
Special Education Coordinator:	Psychologists Psychometrists Technology Coordinators Special Education Consulting Teachers Behavior Consultant
Director of Finance:	Finance Coordinator/Purchasing Agent
District Assessment Coordinator	Talented&Gifted Teachers (collaborates w/Principals) English as Second Language Consulting Teachers
Principals:	Teachers Assistant Principals/Student Support Specialists Guidance Counselors Library Media Specialists Other School-Based Certified Staff

EVALUATION PROCEDURES FOR DISTRIBUTION OF PLAN

Each staff member new to the Shelby County Public Schools shall be given a copy of the appropriate evaluation form by the principal or other appropriate administrative staff. The Director of Administration and Personnel will provide to the evaluators each year a sufficient number of appropriate evaluation forms. Evaluators shall be responsible for the explanation and discussion of the documents no later than the end of the first month for reporting for employment for each school year.

STAFF ORIENTATION

All evaluators will receive a thorough orientation on the evaluation process and a review of the effective teaching and management practices. It is recommended that all staff receive orientation on the evaluation plan. However, those who are to be evaluated, including intern teachers, must receive an explanation and discussion on the plan no later than the end of the first month of reporting for employment for each school year. A written copy of the plan is provided to evaluatees. It is the intent of this plan to be in compliance with KRS. 156.557 and KAR 3:345.

TRAINING OF EVALUATORS

All evaluators will be trained by personnel who are approved by the Kentucky Department of Education. In a two-year cycle, evaluators will receive twelve (12) hours of training through the local district, the Ohio Valley Education Cooperative or other trained approved educators.

CLASSROOM OBSERVATIONS

All classroom observations are conducted openly. 704 KAR 3:345 Section 4.(2)(a) allows for third party observations. If requested by the teacher, observations by other trained personnel in the teacher's content area or by curriculum content specialists shall be provided. The selection of this third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. Teachers who wish to exercise this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five (5) working days of the teacher's written request, the evaluator shall select the third party observer. The third party observation does not replace the principal observation , but rather gives the teacher an additional observation.

EVALUATION CONFERENCES/CORRECTIVE ACTION PLAN

All teachers shall have a conference with the principal as soon as possible, but no later than five (5) working days after the Teacher Standards for Evaluation-Formative document is completed. Ratings of Standard Not Met or Improvement Needed shall be accompanied by specific written facts on the Teacher Standards for Evaluation-Formative document and on the Corrective Action Plan. Standard Not Met or Improvement Needed rating shall require a written program for improvement using forms SC106, SC106A, as needed. A written program of improvement **shall** be established by the evaluator and evaluatee within five (5) working days after the scheduled evaluation conference. **The evaluatee shall be responsible for scheduling the conference with the evaluator**, since the plan of improvement is for the evaluatee. Regarding teacher evaluation, the principal may ask the assistance of the instructional coordinator, department heads, and/or consultants to formulate a program of specific recommendations. Regarding principal or other certified staff evaluation, the Superintendent may require the assistance of instructional coordinators or other professional staff to formulate a program of specific recommendations. ***A follow-up conference using the SC106A shall be held within twenty (20) working days from the date the SC106 was written to evaluate the progress of the specific recommendation for improvement.*** Written results of these conferences shall be included as a part of the completed, signed evaluation submitted to the Superintendent. Lack of improvement may result in a recommendation for change in assignment or dismissal.

WRITTEN DISAGREEMENT

Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement expressing disagreement.

APPEAL PROCESS

Each person evaluated will be provided an opportunity, through the Shelby County Board of Education Policy 03.18 on Evaluation, for appeal of his/her summative evaluation to the local evaluation appeals panel. Both parties in the appeal process are given the opportunity to review all documentation submitted reasonably in advance of the hearing and the right to be accompanied by a chosen representative. The employee who is appealing his/her summative evaluation will use as a reference the Board Policy 03.18 and the Administrative Staff Evaluation Appeal Procedures. (See appendices.) A certified employee who feels that the local district is not properly implementing the evaluation plan may appeal to the Kentucky Board of Education.

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COPIES AND RECORDS

Forms may be handwritten or typed. Distribution of the completed Teacher Standards for Evaluation-Summative document should go to each of the following: the original copy to the Superintendent, one copy to the evaluatee, and one copy to the evaluator. All summative evaluation documents will be kept on all certified personnel until employment has been terminated. The Superintendent and/or the evaluator will keep these files secure and will make them available only to those in the evaluation chain. The evaluation chain will be as follows: the evaluatee, the evaluator, the Director of Administration and Personnel, the Superintendent, and the Board of Education as a body. Personnel are to be notified by the Superintendent if their completed summative evaluation was examined by the Board of Education as a body and a reason given as to why the evaluation was examined. A log sheet is to be maintained showing evaluations examined by someone in the evaluation chain. The log sheet is to be kept with the evaluations. Summative evaluations are housed in personnel files. The summative evaluations of principals are housed in a secured file cabinet in the Superintendent's office, but are part of their official personnel file. Any staff member being evaluated will be given an opportunity to provide written response. This will become part of his/her official personnel file.

EVALUATION PROCESS FOR MAJOR JOB CATEGORIES

All immediate supervisors are designated as primary evaluators

Teacher and Preschool Teacher: The Principal is responsible for evaluating teachers; however, the Principal may designate other trained evaluators to assist in the evaluation. Observations will be conducted periodically by the Principal and by the Curriculum Coordinators so that they may become better acquainted with the members of the faculty, observe good practices which may be shared with other teachers, and develop an atmosphere of mutual interest in the welfare of each student. Supervision is an essential part of the teaching/learning process. It promotes the exchange of ideas and allows for suggestions to enhance strengths and overcome weaknesses. The Curriculum Coordinators and Special Education Coordinator should be considered resource persons who may be called upon for assistance after a Principal has discussed an observation with the teacher in order to share ideas which have proved successful.

Special category teachers (such as librarians, music teachers, special education teachers, gifted education teachers, ISAP teachers, Title I teachers), who spend one-half or more of their time in a given building, shall be evaluated by the Principal of the building. In situations where the special category teacher does not spend one-half or more of his/her time in one building, the Principal responsible for the evaluation of that person will be determined by the Superintendent or his/her designee.

Homebound Teacher: The Director of Student Accounting and Support Services shall be responsible for the evaluation of the Homebound Teacher on an annual basis. The Director of Student Accounting and Support Services may ask for assistance from other professional staff as the role of the evaluatee relates to said staff.

Guidance Counselors: The building Principal shall be responsible for the evaluation of guidance counselors on an annual basis. In situations where the guidance counselor does not spend one-half or more of his/her time in one building, the Principal responsible for the evaluation of the person will be determined by the Superintendent or his/her designee. The Principal may ask all teachers who serve the school to evaluate the performance of the guidance counselor. Teachers completing a form on behalf of the guidance counselor must complete the form and submit to the Principal for review. Signature on the form is optional. All forms will be available for review by the evaluatee.

Support Personnel shall be evaluated by their immediate supervisor. The school psychologist, the school psychometrist and the diagnostician are to be evaluated by the Special Education Coordinator on an annual basis. The Special Education Coordinator may ask for assistance from other professional staff as the role of the evaluatee relates to said staff. Other support personnel in the district would be assigned an evaluator by the Superintendent or his/her designee.

District Assessment Coordinator: The Assistant Superintendent of Student Achievement shall be responsible for the evaluation of the District Assessment Coordinator on an annual basis.

Student Achievement Consultant: SACs will be evaluated by the Assistant Superintendent of Student Achievement with input from principals. SSSs will be evaluated by the building principal.

Assistant Principal and Student Support Specialists: The building Principal shall be responsible for the evaluation of the Assistant Principal and/or the Student Support Specialists. They are to be evaluated on an annual basis. The Principal may ask all teachers who serve the school to evaluate the performance of the Assistant Principal or Student Support Specialist. A teacher completing a form must complete the form and submit to the Principal for review. Signature on the form is optional. All forms will be available for review by the evaluatee.

Principal: The Superintendent shall be responsible for the evaluation of the Principals. Principals are to be evaluated on an annual basis. The Superintendent may seek input from all teachers who serve the school to assist in his/her formative evaluation of the Principal. However, an individual teacher may elect not to complete the form. A teacher completing a form on behalf of the Principal must complete the form and submit to the Superintendent for review. Signature on the form is optional. All forms will be available for review by the evaluatee. The Superintendent may request assistance from other professional staff as the role of the Principal relates to said staff.

Director of Finance: The Superintendent shall be responsible for the evaluation of the Director of Finance on an annual basis. The Superintendent may, however, request assistance from other professional staff as the role of the evaluatee relates to said staff. Staff completing a form on behalf of the Director of Finance must complete the form and submit to the Superintendent for review. Signature on the form is optional. All forms will be available for review by the evaluatee.

Finance Coordinator/Purchasing Agent: The Director of Finance shall be responsible for the evaluation of the Finance Coordinator/Purchasing Agent on an annual basis.

Food Service Coordinator: The Assistant Superintendent of Operations shall be responsible for the evaluation of the Food Service Coordinator on an annual basis. The Assistant Superintendent of Operations may, however, request assistance from other professional staff as the role of the evaluatee relates to said staff. Staff completing a form on behalf of the Food Service Coordinator must complete the form and submit to the Assistant Superintendent of Operations for review. Signature on the form is optional. All forms will be available for review by the evaluatee.

Human Resources Coordinator: The Director of Administration and Personnel shall be responsible for the evaluation of the Human Resources Coordinator on an annual basis. The Director of Administration and Personnel may, however, request assistance from other professional staff as the role of the evaluatee relates to said staff. Staff completing a form on behalf of the Human Resources Coordinator must complete the form and submit to the Director of Administration and Personnel for review. Signature on the form is optional. All forms will be available for review by the evaluatee.

Instructional Supervisor: The Assistant Superintendent for Student Achievement shall be responsible for the evaluation of the Instructional Supervisor on an annual basis. The Assistant Superintendent for Student Achievement may, however, request assistance from other professional staff as the role of the evaluatee relates to said staff. Staff completing a form on behalf of the Instructional Supervisor must complete the form and submit to the Assistant Superintendent for Student Achievement for review. Signature on the form is optional. All forms will be available for review by the evaluatee.

Director of Administration and Personnel: The Superintendent shall be responsible for the evaluation of the Director of Administration and Personnel on an annual basis. The Superintendent may, however, request assistance from other professional staff as the role of the evaluatee relates to said staff. Staff completing a form on behalf of the Director of Administration and Personnel must complete the form and submit to the Superintendent for review. Signature on the form is optional. All forms will be available for review by the evaluatee.

Special Education Coordinator: The Director of Special Programs shall be responsible for the evaluation of the Special Education Coordinator on an annual basis. The Director of Special Programs may, however, request assistance from other professional staff as the role of the evaluatee relates to said staff. Staff completing a form on behalf of the Special Education Coordinator must complete the form and submit to the Director of Special Programs for review. Signature on the form is optional. All forms will be available for review by the evaluatee.

Director of Student Accounting and Support Services: The Superintendent shall be responsible for the evaluation of the Director of Student Accounting and Support Services on an annual basis. The Superintendent may, however, request assistance from other professional staff as the role of the evaluatee relates to said staff. Staff completing a form on behalf of the Director of Student Accounting and Support Services must complete the form and submit to the Superintendent for review. Signature on the form is optional. All forms will be available for review by the evaluatee.

Director of Special Programs: The Assistant Superintendent for Student Achievement shall be responsible for the evaluation of the Director of Special Programs on an annual basis. The Assistant Superintendent for Student Achievement may, however, request assistance from other professional staff as the role of the evaluatee relates to said staff. Staff completing a form on behalf of the Director of Special Programs must complete the form and submit to the Assistant Superintendent for Student Achievement for review. Signature on the form is optional. All forms will be available for review by the evaluatee.

Assistant Superintendents: The Superintendent shall be responsible for the evaluation of the assistant superintendents on an annual basis. The Superintendent may, however, request assistance from other professional staff as the role of the evaluatee relates to said staff. Staff completing a form on behalf of the assistant superintendents must complete the form and submit to the Superintendent for review. Signature on the form is optional. All forms will be available for review by the evaluatee.

Superintendent shall be evaluated on an annual basis. The Board of Education shall be responsible for the evaluation of the Superintendent.

EVALUATION EXPLANATION AND DISTRIBUTION OF DOCUMENTS

The securing and distribution of all forms to be used in the evaluation process are to be the responsibility of the Director for Administration and Personnel. All evaluations (except Superintendent) must be on approved forms to become part of the individual's official personnel file.

Pre-Observation Worksheet (Optional) is recommended as an important instrument to be used by the principal and the teacher if both parties agree to use it. The worksheet is to be completed by the teacher and returned to the principal prior to the first classroom visit. The principal will conference with the teacher and discuss the worksheet prior to the visit.

Teacher Standards for Evaluation-Formative (SC100A) and Preschool Teacher Standards for Evaluation-Formative (SC107A)is a continuous cycle of collecting evaluation information through observation and other means, and interacting or providing feedback and suggestions regarding the certified employee's teaching or administrative performance. For all certified personnel, the cycle of collecting data is from the last summative evaluation to the current summative evaluation (ongoing process). All observations are conducted openly. A minimum of two (2) Teacher Standards for Evaluation-Formative documents will be completed on each teacher evaluated: one in the first semester and one in the second semester to be completed before the Summative document is developed. Multiple observations may be conducted on tenured and non-tenured teachers when observations are unsatisfactory.

Teacher Standards for Evaluation-Summative (SC100) and Preschool Teacher Standards for Evaluation-Summative (SC107) is the summary of the results of the formative evaluation phase and

includes all other evaluation data. Although the summative report accounts for more than classroom observations, the classroom observations are recommended to be a minimum of thirty (30) minutes. There *must* be a conference with the teacher after the Summative is completed and a copy must be given to the teacher.

A minimum of one (1) Teacher Standards for Evaluation-Summative document on every non-tenure teacher shall be completed and submitted to the office of the Superintendent **no later than May 1**.

A minimum of one (1) Teacher Standards for Evaluation-Summative document on each tenure teacher once every three (3) years or more often, if the administration deems necessary. The Summative document must be completed and submitted to the office of the Superintendent **no later than May 7th.**

Both non-tenure and tenure teachers going from one school to another school within the district must be evaluated in their first year in their new assignment.

Teachers who are participating in the Kentucky Beginning Teacher Internship Program are required to participate in the Evaluation and Professional Improvement Plan for Certified Staff during the time the teacher is considered an intern as outlined is KRS 161.030. Only a Summative is completed on an intern teacher.

Individual Professional Growth/Improvement Plan (SC110) - Each certified person in the Shelby County Public Schools will develop an individual professional growth plan using form SC110. Each certified person will develop 2-3 professional growth goals each year that are written in such a way that they can be measured. There will be an annual review of all growth plans. Those who are being evaluated will have their progress on goals monitored throughout the school year as part of the evaluation conference.

The Individual Professional Growth/Improvement Plan is a plan whereby the person being evaluated establishes goals for enrichment and development and the assistance of the evaluator is identified. The plan shall be aligned with specific goals and objectives of the school improvement and professional development plans.

Prior to the development of the Individual Professional Growth/Improvement Plans, each principal will review the procedures, forms and process with the staff. The Individual Professional Growth/Improvement Plan will be completed by ALL Certified staff and submitted to their principal or evaluator by Closing Day of the current school year. All plans will be approved by June 30. If a teacher or administrator is hired after July 1, the plan shall be completed within thirty (30) days after their first working day. Any change in the timeliness for an individual must be agreed upon by the evaluator, evaluatee, and the Director of Administration and Personnel. The original of the plan shall be maintained by the principal/evaluator.

For the certified staff who is not being evaluated, the administrator has the option to request a mid-year status check on the progress being made on the plan. For those being evaluated, the evaluator must conduct a mid-year status check with the evaluatee on the progress being made on the plan, but may conduct status checks throughout the school year or as part of the post observation conference. The final conference on the plan may be held at the time of the summative conference.

Evaluation Follow-up (SC106) is required within 5 (five) working days (week) upon completion of following forms, when Standard Not Met rating is given on Teacher Standards for Evaluation-Summative, SC101C, SC102, SC103, or SC104 documents.

Documentation of Follow-up (SC106A) is required when 106 is used and is used to document follow-up conference in relation to SC106 document. The follow-up conference is held within 20 working days of the date when the SC109 is signed by both parties to evaluate the specific recommendations for improvement.

Commendation of Documentation (SC108) is an optional document that may be used when a Standard Met is given on Teacher Standards for Evaluation-Summative, SC101C, SC102, SC103, or SC104 documents.

Standard Not Met/Unsatisfactory Documentation (SC109) is to be used for final documentation and is to be turned in to the Superintendent along with SC106 and SC106A documents. SC109 is to be used when an unsatisfactory evaluation/Standard Not Met is submitted.

SC101A will be used by the evaluator in a scheduled conference with the evaluatee. Information from SC101A shall be discussed at the conference. The evaluator shall record a rating for each item on SC101A **At a minimum there shall be two scheduled formative evaluation conferences per school year**. One conference should be scheduled in the first semester. The second conference shall be scheduled in the second semester. If a rating of Standard Not Met is given at any time, the evaluatee and evaluator shall schedule another conference to complete an improvement plan (SC106) followed by SC 106A.

Each teacher will be provided the SC101A to complete on his or her principal prior to February 15. SC101B forms completed by teachers, in reference to their principals, should be collected by the school secretary or sent directly to the Superintendent. This process gives the Superintendent information to assist him/her in the annual evaluation of the principal. The SC101A will be summarized by the Superintendent and only the summary will become a part of the official evaluation. The principal receiving an Unsatisfactory/Standard Not Met summary report by the Superintendent may review all SC101A forms received on him/her. The principal being evaluated should have a conference with the Superintendent **prior to April 30.**

Teachers may be requested by the principal on an annual basis to complete and submit the SC101A document on the assistant principal. The SC101A will be summarized by the Principal and only the summary will become a part of the official evaluation sent to the Superintendent by April 30. An assistant principal receiving an unsatisfactory/Standard Not Met summary report by the principal may review all SC101A forms received on him/her. Assistant principals being evaluated should have a conference with the principal **prior to April 30.**

SC101B is the final Summative Evaluation for Administrators document to be completed in a conference with the evaluatee prior to **May 15**. Summative evaluations must be conducted on administrators annually. This summarizes all evaluation data including formative data, products and performances, professional development activities, work samples, reports developed, longitudinal assessment data, conferences, and other documentation. The Summative data should include information from SC101A and the Individual Professional Growth/Improvement Plan. Originals of all signed forms should be submitted to Superintendent/designee prior to **May 15** for filing in evaluatee's personnel file.

Elementary, Middle and Secondary School Guidance Counselor Summative Report (SC102) is designed to be used to evaluate the performance of the elementary or middle school or secondary school counselor. The principal may seek input from all teachers who serve the school(s) to assist in the evaluation of the elementary, middle or secondary school counselor. The principal may seek input from all teachers who serve the school(s) to assist in the evaluation of the elementary or middle or secondary school counselor on an annual basis during the school year, but no later than February 1. The SC102 will be summarized by the Principal and only the summary will become a part of the official evaluation. Any school counselor receiving a standard not met by the principal may review all SC102 forms received on him/her. The counselor shall have a summative conference with the principal prior to **April 30**.

Library Media Specialist Summative Report (SC103) is designed to be used by the principal to evaluate the performance of the elementary, middle and high school librarians. The principal is to complete at least one (1) summative report on the non-tenured school librarians no later than **April 30** each year. A minimum of one (1) summative report will be completed on each tenured librarian no later than **April 30** once every three (3) years or more often, if the administration deems necessary.

Other Certified Staff Evaluation Report (SC104) is designed to be used to evaluate the performance of other certified staff in place of SC101A-C as determined by the Superintendent. The evaluator may request assistance from the professional staff in completing SC104.The Superintendent and other evaluators who use the SC104 may request designated staff to fill out the Other Certified Staff Evaluation Report (SC104) on an annual basis during the school year, but no later than February 1. The SC104 cover sheet must be completed by the staff member giving input. School site administrative staff designated to

fill out SC104 may seek input of building teachers who work directly with the Other Certified staff and condense this input onto one document. The SC104 will be sent directly to the Superintendent or other evaluators by *February 1.* The purpose of the SC104 will be to give the Superintendent or other evaluators information to assist in the evaluation. The SC104 will be summarized by the Superintendent or other evaluators, and only the summary will become a part of the official evaluation. Other Certified Staff receiving summary reports may review all SC104 forms received on him/her. The Superintendent or other evaluators shall have a conference with the Other Certified staff member no later than April 30.

Superintendent Evaluation (SC105) is to be completed by the Board of Education on an annual basis using procedures as determined by the Board of Education.

EVALUATION PLAN REVISIONS

The local Board of Education shall approve substantive revisions (forms, timelines, appeals, process, evaluation cycle) to the evaluation plan to insure compliance with KRS. 156.557 and KAR 3:345. The Certified Staff Evaluation Plan Advisory Committee shall consist of an equal number of teachers and administrators. The committee shall formulate revisions. All revisions must be reviewed and approved by the local Board of Education and submitted to the Kentucky Board of Education for approval.

DESIGNATED CONTACT PERSON

Questions or comments regarding the evaluation plan for certified staff should be directed to the Director of Administration and Personnel. The Director of Administration and Personnel also serves as a non-voting member and facilitator of the Certified Staff Evaluation Plan Advisory Committee.

SHELBY COU . PUBLIC SCHOOLS

INDIVIDUAL PROFESSIONAL GROWTH/DEVELOPMENT PLAN*
SC110

Name_____ School _____ Year _____

PRIORITY NEED	GOALS AND OBJECTIVES (DESCRIBE DESIRED OUTCOME)	STRATEGIES FOR ACHIEVING GOALS AND OBJECTIVES	COMMENTS	DATE	BUDGET Estimate FUNDING SOURCE

*Plan must be aligned with specific goals and objectives of the school/district improvement plan or individual evaluation/professional development plan.
The plan may be included with evaluation at evaluatee's request. Subject to review during evaluation cycle.
Evaluator's signature indicates approval and assistance as needed.

Evaluator's Signature _____ Title _____ Date _____

Evaluatee's Signature_____ Title _____ Date _____

Midyear Review Date:

Evaluatee's Comments:

Evaluatee's Signature:

Evaluator's Signature:

Final Review Date:

Evaluatee's Comments:

Evaluatee's Signature:

Evaluator's Signature:

Outcome was: _____ **Achieved** _____ **Revised** _____ **Continued**

SHELBY COUNTY I LIC SCHOOLS

EVALUATION PLAN FOR CERTIFIED PERSONNEL

CORRECTIVE ACTION PLAN
EVALUATION FOLLOW-UP SC 106
Developed 5 school days after evaluation conference.

LAST NAME **FIRST NAME** **SCHOOL**

DATE **SUBJECT/GRADE/POSITION**

One of the goals of the evaluation process is to provide guidance to evaluatees as they strive to be more effective in their assigned tasks. This form is provided as an instrument to communicate a program of improvement to those individuals receiving "Standard Not Met" evaluation.

SPECIFIC RECOMMENDATION FOR IMPROVEMENT
(To be developed by the evaluatee and evaluator with the help of the curriculum coordinator as needed)

Item #	

Evaluator Signature/Date _____

Evaluatee Signature Date _____

Scheduled Date Follow-up Meeting to be Held _____

SC106A
DOCUMENTATION OF EVALUATION FOLLOW-UP
(REQUIRED WITHING 20 DAYS OF CORRECTIVE ACTION PLAN-SC106)

Distribution: Copy to Superintendent, Evaluatee, Evaluator
(Use additional pages if needed)

ITEM #	SIGNATURE	COMMENTS
	_____Evaluator's Signature Date _____Evaluatee's Signature Date	
	_____Evaluator's Signature Date _____Evaluatee's Signature Date	
	_____Evaluator's Signature Date _____Evaluatee's Signature Date	
	_____Evaluator's Signature Date _____Evaluatee's Signature Date	

SHELBY COUNTY PUBLIC SCHOOLS

"STANDARD NOT MET" OR "UNSATISFACTORY" DOCUMENTATION.

SC 109

Attach forms SC 106 and SC 106A.
(Use reverse side and additional pages if needed.)

Documentation of specific facts for the final "Standard Not Met" or unsatisfactory evaluation for tenure and non-tenure personnel shall be submitted in the space herein provided and submitted as a part of the official evaluation report. Facts for unsatisfactory evaluation of tenure personnel shall be documented under one or more of the following: Insubordination, Immoral Character or Conduct Unbecoming a Teacher, Physical or Mental Disability, or Inefficiency, Incompetency, or Neglect of Duty.

Superintendent Recommendation:

____ Retention

____ Reassignment

____ Termination

Signature:

_____

Signature of Evaluatee/Date

_____

Signature of Evaluator/Date

Distribution: **Copy to Superintendent**
Copy to Evaluatee
Copy to Evaluator

SHELBY COUNTY PUBLIC SCHOOLS

COMMENDATION OF DOCUMENTATION
SC 108
(Use reverse side and additional pages if needed.)

Performance rating special merit with traits superior to those normally expected shall be noted in the space provided below. Such documentation shall be submitted as part of the evaluation report.

Signature of Evaluator	**Date**
Signature of Evaluatee	**Date**

Distribution to: Copy to Superintendent
Copy to Evaluator
Copy to Evaluatee

- CERTIFIED PERSONNEL -

Evaluation Appeal Form

INSTRUCTIONS

This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel. Submit the completed form to the Chair of the Appeals Panel no later than five (5) working days of the receipt of the summative evaluation.

Employee's Name _____

Home Address _____

Job Title	Building	Grade or Department

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

_____

_____

_____

_____

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____ Date _____

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

_____ _____

Employee's Signature ***Date***

_____

Date Received by Chair of Appeal Panel

_____ _____

Signature of Chair of Appeal Panel ***Date***

RELATED PROCEDURES:

03.18 AP.11
03.18 AP.12

Review/Revised:7/14/2005

Professional Code of Ethics – 704 KAR 20:680

Section 1. Certified personnel in the Commonwealth:

- Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- Shall strive to uphold the responsibilities of the education profession.

To Students:

- Shall provide students with profession education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator.
- Shall respect the constitutional rights of all students.
- Shall take reasonable measures to protect the health, safety and emotional well being of students.
- Shall not use professional relationships or authority with students for personal advantage.
- 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 knowingly make false or malicious statements about students or colleagues.
- Shall refrain from subjecting students to embarrassment or disparagement.
- Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

To Parents:

- Shall make reasonable effort to communicate with parents information which should be revealed in the interest of the student.
- Shall endeavor to understand community cultures and diverse home environments of students.
- Shall not knowingly distort or misrepresent facts concerning educational issues.
- Shall distinguish between personal views and the views of the employing educational agency.
- Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.
- Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.
- 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.

To Educational Professionals:

- Shall exemplify behaviors which maintain the dignity and integrity of the profession.
- Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
- 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 coercive means or give special treatment in order to influence professional decisions.
- Shall apply for, accept, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.
- Shall not knowingly falsify or misrepresent records of fact to the educator's own qualifications or those of other professionals.

704 KAR 3:345. Evaluation Guidelines

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

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

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

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

(3) "Evaluation" means:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(f) Evaluation with multiple observations shall occur annually for each nontenured certified employee. The formative data collected during the beginning teacher internship period may be utilized in summative evaluation of the intern.

(g) Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory.

(h) Summative evaluation shall occur a minimum of once every three (3) year period for each tenured teacher.

(i) Summative evaluation shall occur annually for an administrator.

(j) The evaluation of a certified employee below the level of the district superintendent shall be in writing on an evaluation form developed pursuant to subsection (1) of this section and become a part of the official personnel record.

(k) The observations shall include documentation of information to be used in determining the performance of the evaluatee.

(l) The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.

(m) A copy of the evaluation shall be provided to the evaluatee.

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

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

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

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

(2) Training shall:

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

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

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

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

(3) Testing shall:

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

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

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

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

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

1. Use of the local evaluation process;
2. Identification of effective teaching and management practices;
3. Effective observation and conferencing techniques;
4. Establishing and assisting with certified employee professional growth plans;
5. Summative evaluation techniques; or
6. Completion of training or update training in the Kentucky Teacher Internship Program in 704 KAR 20:690 or Kentucky Principal Internship Program in 704 KAR 20:470 not to exceed six (6) hours per two (2) year cycle.

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

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

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

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

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

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

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

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

(a) Cycle;

(b) Observation frequency;

(c) A form; or

(d) An appeal procedure.

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

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

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to 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.

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

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

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

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

- CERTIFIED PERSONNEL -

Evaluation

DEVELOPMENT OF SYSTEM

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

PURPOSES

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

NOTIFICATION

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

REVIEW

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

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

FREQUENCY

Administrators and non-tenured teachers shall be evaluated at least once annually. Tenured teachers shall be evaluated at least once every three (3) years.

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required bylaw.[1]

ELECTION

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

CHAIRPERSON

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

APPEAL TO PANEL

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

Evaluation

APPEAL FORM

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

CONFLICTS OF INTERESTS

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

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

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

BURDEN OF PROOF

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

HEARING

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

PANEL DECISION

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

SUPERINTENDENT

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

REVISIONS

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

REFERENCES:

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

RELATED POLICIES:

[2]03.15
03.16
02.14

Adopted/Amended: 08/24/2006

Order #: 8

-CERTIFIED PERSONNEL-

Appeals/Hearings

PURPOSE

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. As an advisory panel to the Superintendent, based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence.

Realizing that the burden of proof lies with the evaluatee, any certified employee who believes s/he received an unfair summative evaluation and believes s/he can substantiate that belief may file and appeal.

APPEALS

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel within five (5) working days of the receipt of the summative evaluation. The appeal will be written on the *Evaluation Appeals* form and must be received by the Chairperson of the Appeals Panel no later than five (5) working days of the receipt of the summative evaluation. Appeals not made within five (5) days of the receipt of the summative evaluation will not be considered.

PANEL

The claimant shall release to the Panel any and all evaluative material and records and shall give the Appeals Panel permission to review all such material. When determined by the Panel, upon good reason shown by the claimant in writing, the review may include a non-adversarial hearing. In such an event, both the claimant and evaluator shall be given the opportunity to appear before the Panel to respond to the appeal and to answer questions from the Panel.

No panel member shall serve on any panel on which that member was the evaluator. Whenever a panel member or panel member's immediate family appeals to the Panel, the member shall not serve for that panel. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, nieces, grandparent, and corresponding in-laws.

GUIDELINES

The guidelines listed below shall be followed if it is determined a hearing will be conducted:

1. The Panel shall meet at a time and place set by the Chairperson of the Panel. The claimant and the evaluator shall be notified of the meeting time and place and shall be invited to be present. The hearing will otherwise be a closed session.
2. Any materials to be used in the hearing must be given to the Chairperson five (5) working days before the date of the hearing. Five (5) sets of the materials must be given to the Chairperson so that committee members may review them prior to the hearing. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either parties involved or the Panel members.

Appeals/Hearings

GUIDELINES (CONTINUED)

3. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.
4. In the event either party is to call witnesses at the hearing, the Panel Chairperson must be notified five (5) working days before the date of the hearing as to the names and positions of each witness.
5. The hearing shall be conducted by the Chairperson of the Panel. In the opening statement by the Chairperson, s/he will review operating procedures for the panel, including order of the presentations. The Chairperson may set time limits for presentations and the questioning time period if s/he so desires. The order of presentations is listed below. Once the hearing has been in session for several hours, the Chairperson will decide whether the hearing should proceed or be scheduled for continuance on another date.
   a. The claimant shall be expected to present evidence in support of the appeal.
   b. The evaluator may respond and provide evidence in support of the summative evaluation.
   c. The Panel may question the claimant and the evaluator as necessary.
   d. Each party (evaluator and evaluatee) will be asked to make closing remarks.
   e. The Chairperson will make closing remarks.
5. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
   a. Upholding all parts of the original evaluation.
   b. Voiding the original evaluation or parts of it.
   c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.

      In the event the Panel decides that a new evaluation is needed, both copies of the evaluations shall be included in the personnel file.
6. A copy of the panel's written findings shall be filed in the personnel folder.
7. The hearing shall be tape-recorded for use by the Panel in determining a decision to be forwarded to the Superintendent. One (1) set of the materials, including the original tapes, shall be given to the Assistant Superintendent/ Administration and Personnel for storage in a locked file cabinet. The Chairperson shall destroy the remaining sets of materials.

Appeals/Hearings

REVIEW

The Panel's review shall be limited to the following:

1. Whether the summative evaluation had a factual basis; and/or
2. Whether the procedures, as set forth in the evaluation plan, were followed by the evaluator; and
3. Whether there was an error in the process, and, if so, whether it was a harmless or substantial error.

PANEL DECISION

The Panel shall forward a written decision to the Superintendent within fifteen (15) working days from the date the appeal was received by the Panel Chairperson.

Once the hearing is completed, the Chairperson will set a time for the panel to meet to review hearing materials and develop the written decision to be forwarded to the Superintendent, with a copy to the claimant and evaluator. The Superintendent may take appropriate action consistent with the Panel's decision. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. When a new evaluation is ordered, both evaluations shall be included in the employee's personnel file.

In the case of an appeal of an evaluation that was conducted by the Superintendent, the Panel shall report its decision to the Board.

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

Review/Revised:9/13/07

- CERTIFIED PERSONNEL -

Confidentiality of Records

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

ACCESSIBILITY

Evaluation records will be accessible only to the evaluation chain as designated in the evaluation plan.

Prior to reviewing an evaluation of an employee, the Board chair should consult with the Board attorney. Once it is confirmed that the request falls within the legitimate reasons under Board responsibilities, the Board may have access to an evaluation if the majority of the Board votes to request such information and it is reviewed in a closed Board meeting in the presence of the Superintendent. The District Evaluation Appeals Panel may have access to the evaluation folder of an employee who has appealed his/her summative evaluation to the Appeals Panel in accordance with Board Policy 03.18.

Records may be subpoenaed in cases where litigation occurs.

RELATED PROCEDURE:

03.18 AP.11

Review/Revised:7/14/2005

-CERTIFIED PERSONNEL-

Evaluation Committee

EVALUATION COMMITTEE TASKS

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

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

TRAINING OF EVALUATORS

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

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

FREQUENCY OF SUMMATIVE EVALUATIONS

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

Position	Annually	Every three (3) years or more often if requested by evaluator
Superintendent	X	
Administrators	X	
Nontenured	X	
Tenured		X

Review/Revised:7/14/2005

Educational Leadership Policy Standards: ISLLC 2008

as adopted by the National Policy Board for Educational Administration on December 12, 2007

THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION

The following organizations and councils are members of the National Policy Board for Educational Administration (NPBEA): American Association of Colleges for Teacher Education, American Association of School Administrators, Association for Supervision and Curriculum Development, Council of Chief State School Officers, National Association of Elementary School Principals, National Association of Secondary School Principals, National Council for Accreditation of Teacher Education, National Council of Professors of Educational Administration, National School Boards Association, and University Council for Educational Administration.

Educational Leadership Policy Standards: ISLLC 2008

For the past two years, the NPBEA Interstate School Leaders Licensure Consortium (ISLLC) Steering Committee has been working to revise the ISLLC Standards. This steering committee asked each NPBEA organization to obtain input from their respective constituencies regarding the revision of the ISLLC Standards. The NPBEA/ISLLC Steering Committee also created a national Research Panel that identified the research base for updating the ISLLC Standards. A document, to be released in the spring of 2008 by CCSSO, will present the updated standards, explain the research behind the revisions, and provide other material explaining how the policy standards can be used. This following document is to present the standards and functions that were approved by the NPBEA Executive Board on December 12, 2007.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

Rick Melmer (South Dakota), President
Elizabeth Burmaster (Wisconsin), Past President
T. Kenneth James (Arkansas), President-Elect

Gene Wilhoit, Executive Director

Council of Chief State School Officers
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Educational Leadership Policy Standards: ISLLC[1] 2008

as adopted by the National Policy Board for Educational Administration on December 12, 2007

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

Functions

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

Functions

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

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[1] Interstate School Leaders Licensure Consortium

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

Functions

A. Monitor and evaluate the management and operational systems

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

C. Promote and protect the welfare and safety of students and staff

D. Develop the capacity for distributed leadership

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

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

Functions

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

Functions

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

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

Functions

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 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

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

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

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

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

2.1 Develops significant objectives aligned with standards	
Initial-Level Performance	Advanced-Level Performance
States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.	Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities.

2.2 Uses contextual data to design instruction relevant to students	
Initial-Level Performance	Advanced-Level Performance
Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.	Plans and designs instruction that is based on significant contextual and pre-assessment data.

2.3 Plans assessments to guide instruction and measure learning objectives	
Initial-Level Performance	Advanced-Level Performance
Prepares assessments that measure student performance on each objective and help guide teaching.	Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.

2.4 Plans instructional strategies and activities that address learning objectives for all students	
Initial-Level Performance	Advanced-Level Performance
Aligns instructional strategies and activities with learning objectives for all students.	Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.

2.5 Plans instructional strategies and activities that facilitate multiple levels of learning	
Initial-Level Performance	Advanced-Level Performance
Plans instructional strategies that include several levels of learning that require higher order thinking.	Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

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

3.1 Communicates high expectations

Initial-Level Performance	Advanced-Level Performance
Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.	Consistently Sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.

3.2 Establishes a positive learning environment

Initial-Level Performance	Advanced-Level Performance
Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	Maintains a fair, respectful, and productive classroom environment conducive to learning.

3.3 Values and supports student diversity and addresses individual needs

Initial-Level Performance	Advanced-Level Performance
Uses a variety of strategies and methods to supports student diversity by addressing individual needs.	Consistently uses appropriate and responsive instructional strategies that address the needs of all students.

3.4 Fosters mutual respect between teacher and students and among students

Initial-Level Performance	Advanced-Level Performance
Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.	Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.

3.5 Provides a safe environment for learning

Initial-Level Performance	Advanced-Level Performance
Creates a classroom environment that is both emotionally and physically safe for all students.	Maintains a classroom environment that is both emotionally and physically safe for all students.

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

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

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

Initial-Level Performance	Advanced-Level Performance
Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.	Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.

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

Initial-Level Performance	Advanced-Level Performance
Implements instruction based on contextual information and assessment data.	Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.

4.3 Uses time effectively.

Initial-Level Performance	Advanced-Level Performance
Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.	Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.

4.4 Uses space and materials effectively.

Initial-Level Performance	Advanced-Level Performance
Uses classroom space and materials effectively to facilitate student learning.	Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.

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

Initial-Level Performance	Advanced-Level Performance
ıction provides opportunity to promote higher-order thinking.	Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

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

5.1 Uses pre-assessments.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.	Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.

5.2 Uses formative assessments.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of formative assessments to determine each student's progress and guide instruction.	Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.

5.3 Uses summative assessments.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of summative assessments to measure student achievement.	Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.

5.4 Describes, analyzes, and evaluates student performance data.

Initial-Level Performance	Advanced-Level Performance
Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.	Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.

5.5 Communicates learning results to students and parents.

Initial-Level Performance	Advanced-Level Performance
Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.	Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.

5.6 Allows opportunity for student self-assessment.

Initial-Level Performance	Advanced-Level Performance
romotes opportunities for students to engage in accurate self-assessment of learning.	Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

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

6.1 Uses available technology to design and plan instruction.

Initial-Level Performance	Advanced-Level Performance
Uses technology to design and plan instruction.	Uses appropriate technology to design and plan instruction that supports and extends learning of all students.

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

Initial-Level Performance	Advanced-Level Performance
Uses technology to implement instruction that facilitates student learning.	Designs and implements research-based, technology-infused instructional strategies to support learning of all students.

6.3 Integrates student use of available technology into instruction.

Initial-Level Performance	Advanced-Level Performance
Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.	Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.

6.4 Uses available technology to assess and communicate student learning.

Initial-Level Performance	Advanced-Level Performance
Uses technology to assess and communicate student learning.	Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.

6.5 Demonstrates ethical and legal use of technology.

Initial-Level Performance	Advanced-Level Performance
Ensures that personal use and student use of technology are ethical and legal.	Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

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

7.1 Uses data to reflect on and evaluate student learning.	
Initial-Level Performance	Advanced-Level Performance
Reflects on and accurately evaluates student learning using appropriate data.	Uses formative and summative performance data to determine the learning needs of all students.

7.2 Uses data to reflect on and evaluate instructional practice.	
Initial-Level Performance	Advanced-Level Performance
Reflects on and accurately evaluates instructional practice using appropriate data.	Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.

7.3 Uses data to reflect on and identify areas for professional growth.	
Initial-Level Performance	Advanced-Level Performance
Identifies areas for professional growth using appropriate data.	Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

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

8.1 Identifies students whose learning could be enhanced by collaboration

Initial-Level Performance	Advanced-Level Performance
Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.	Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.

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

Initial-Level Performance	Advanced-Level Performance
Designs a plan to enhance student learning that includes all rties in the collaborative effort.	Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.

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

Initial-Level Performance	Advanced-Level Performance
Implements planned activities that enhance student learning and engage all parties.	Explains how the collaboration to enhance student learning has been implemented.

8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

Initial-Level Performance	Advanced-Level Performance
Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.	Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

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

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

Initial-Level Performance	Advanced-Level Performance
Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.	Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.

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

Initial-Level Performance	Advanced-Level Performance
Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.

9.3 Designs a professional growth plan that addresses identified priorities.

Initial-Level Performance	Advanced-Level Performance
Designs a clear, logical professional growth plan that addresses all priority areas.	Designs a clear, logical professional growth plan that addresses all priority areas.

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

Initial-Level Performance	Advanced-Level Performance
Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.	Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

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

Initial-Level Performance	Advanced-Level Performance
Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.	Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.

10.2 Develops a plan for engaging in leadership activities.

Initial-Level Performance	Advanced-Level Performance
elops a leadership work plan that describes the purpose, ope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.	Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.

10.3 Implements a plan for engaging in leadership activities.

Initial-Level Performance	Advanced-Level Performance
Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.	Effectively implements the leadership work plan.

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

Initial-Level Performance	Advanced-Level Performance
lyzes student learning and/or other data appropriately to uate the results of planned and executed leadership efforts.	Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.

B.	Efficiency/Fiscal Management	1	2	3	4
1	Keeps informed on needs of the school program, plant, facilities, equipment, and supplies.				
2	Supervises operations, insisting on competent and efficient performance.				
3	Prepares a fiscally responsible, comprehensive budget and makes sound recommendations on budgetary matters.				
4	Meets all budgetary timelines.				
5	Keeps the Board informed of budgetary trends that may have an impact on the District's financial position.				
6	Determines that funds are spent wisely and adequate control and accounting are maintained.				
7	Evaluates financial needs and makes recommendations for adequate financing.				
Composite Evaluation – Fiscal Management					

Comments or suggestions:

C. **Learning Environment/Parents and Community Engagement**		1	2	3	4
1	Collaborates with representatives from the schools, communities and other stakeholder groups to establish and implement policies that ensure a safe, healthy, orderly and equitable learning environment.				
2	Communicates district/school information regularly using multiple communication strategies and contexts.				
3	Develops cooperative relationships with news media.				
4	Participates in community life and affairs.				
5	Works effectively with public and private agencies.				
6	Communicates school and district goals, objectives and expectations to stakeholders.				
7	Establishes partnership with public and private agencies to enhance the district's ability to serve students and other constituents.				
8	Provides opportunities for student performance exhibitions and showcases of student work for recognition and achievement in all content areas.				
9	Supports the efforts of schools to establish meaningful and regular communication between families and the schools.				
10	Ensures that schools communicate student progress and performance to parents/guardians on a regular basis and in a timely manner.				
Composite Evaluation - Parents and Community Engagement					
Comments or suggestions:					

Signatures:

Superintendent/Date

Board Chairperson/Date

District Goal Achievement Form
SC105B
(Each District goal should be entered on a separate form)

_____ _____
Superintendent's Name Date

1. Goal Statement

   State, in general terms, the goal to be achieved.

   _____ _____
   Superintendent's Signature/Date Board Chair Signature/Date

****

2. Formative Feedback

   In writing, the Superintendent assesses progress toward accomplishing the goal. The Board discusses this progress, reaches consensus on appropriate progress, and records that consensus.

   _____ _____
   Superintendent's Signature/Date Board Chair Signature/Date

****

3. Summative Evaluation

   In writing, the Superintendent assesses the accomplishment of the goal. The Board discusses that accomplishment, reaches consensus, and records that consensus.

   _____ _____
   Superintendent's Signature/Date Board Chair Signature/Date

****

(Signatures indicate only that the report has been read and discussed.)

Copies: Superintendent (copy)
Board (original)

PROFESSIONAL DEVELOPMENT PLAN SC105C

Name_____ Position:_____ Evaluator:_____ Date:_____

District Goals	Describe Desired Outcomes	Time Line	Procedures/Activities for Achieving Goals	Progress Check Dates		
				1	2	3

Notes/Comments

Board Chairperson's Signature:_____ Date:_____

Superintendent's Signature:_____ Date:_____

Shelby County CPE

The items in read need to be addressed for this plan to be approved. Other items are for consideration during next review of plan

Please include names and roles of people serving on the evaluation planning committee.

Pg 2 Staff Orientation – This section allows for tenured teachers not in the summative year of their evaluation cycle to not receive a thorough orientation to the evaluation system. Collecting formative data should be on-going annually and the data used to inform growth plans and goals. When a tenured employee is not in the summative year of the evaluation cycle they are still in the evaluation cycle and technically should be evaluated to inform decisions regarding professional growth. Growth plans are required annually and tenured teachers may be called into a summative evaluation at any time. Your plan needs to include all certified personnel in the CPE plan training.

Pg 3 Appeal Process – Need to add the underlined part: "right to review all documentation submitted reasonably in advance of the hearing and the right to be accompanied by a representative."

Pg 9 Only substantive revisions (forms, timelines, appeals process, evaluation cycle) require local board and KDE approval.

KSBA has updated personnel policy 3.18 regarding the appeals procedures. You should check to see if your board policy matches the policy referenced on pages 21 through 25.

School Guidance Counselor form - I did not find a descriptor addressing attendance and punctuality. I suggest you add this to #37.

Library Media Specialist form – Attending professional development activity is not enough to "demonstrate professional growth". Consider adding language such as "applies new learning to increase student achievement" or something to that effect. I was not able to find in the formative form a reference to "attendance and punctuality". Also need a signature sheet for the formative conference.

Other Certified Staff – Neet to reference in the indicators for this position, "including attendance and punctuality", "demonstrating professional development", and "adherence to professional code of ethics".

Simpson, David - Leadership _Instructional Support

From: Allan, Barbara
Sent: Thursday, September 17, 2009 11:23 AM
To: Simpson, David - Leadership & Instructional Support
Subject: Shelby County Evaluation Plan

Mr. Simpson, After searching through my paperwork, I have found were the changes needed for this year that you send to me were made and used in our evaluation plan. The board approved the plan at their June 25th board meeting. The changes were not submitted to them. We have a board meeting on the 24th of October. I have prepared the agenda item and with the superintendent's approval it will be on the agenda for the meeting on the 24th. Because I will be out on medical leave, I have instructed my assistant, Chris Watts to send you the order number and final version that we are using. Thank you for your patience with this, my apologies for not sending these changes to you sooner.

For future reference, would it be prudent to send the plan in to you for approval and then send it to the board after you have approved it? Could the assurance sheet come in after that?

Barbara Allan
Director of Administration and Personnel
Shelby County Public Schools
P. O. Box 159 1155 Main Street
Shelbyville, KY 40065
502-633-2375

Simpson, David - Leadership _Instructional Support

From: Allan, Barbara
Sent: Thursday, September 17, 2009 2:51 PM
To: Simpson, David - Leadership & Instructional Support
Subject: RE: Shelby County Evaluation Plan

Okay, thank you for this information. Let me make sure I understand what you are saying.

For this year...you would like me to send the plan with the needed revisions included to you now. After you approve it, then I will take it to the board for the approval of the final revisions. Correct?

After this year...when our local revision committee's work is completed, we send it to you for approval first, and then take it to the board after everything is correct. Is this right?

Barbara Allan
Director of Administration and Personnel
Shelby County Public Schools
P. O. Box 159 1155 Main Street
Shelbyville, KY 40065
502-633-2375

From: Simpson, David - Leadership & Instructional Support
Sent: Thursday, September 17, 2009 12:50 PM
To: Allan, Barbara
Subject: RE: Shelby County Evaluation Plan

Barbara,

We have discussed whether the plan should come to the state and then the local board and we believe it is best for the committee to prepare the plan for the local board first. There are a couple of reasons for this. When the committee prepares the plan for the local board approval they are forced to work completely through the process and they have ownership of the plan. In this case I believe it is appropriate for KDE to review the amended plan before it goes back to the local board. As long as we (KDE) can approve the amended plan and the certified personnel have been trained in the amended plan and the board officially approves the changes we will be ok for this year.

From: Allan, Barbara
Sent: Thursday, September 17, 2009 11:23 AM
To: Simpson, David - Leadership & Instructional Support
Subject: Shelby County Evaluation Plan

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For future reference, would it be prudent to send the plan in to you for approval and then send it to the board after you have approved it? Could the assurance sheet come in after that?

Barbara Allan
Director of Administration and Personnel
Shelby County Public Schools
P. O. Box 159 1155 Main Street
Shelbyville, KY 40065
502-633-2375

Shelby County CPE

The items in read need to be addressed for this plan to be approved. Other items are for consideration during next review of plan

Please include names and roles of people serving on the evaluation planning committee.

Pg 2 Staff Orientation – This section allows for tenured teachers not in the summative year of their evaluation cycle to not receive a thorough orientation to the evaluation system. Collecting formative data should be on-going annually and the data used to inform growth plans and goals. When a tenured employee is not in the summative year of the evaluation cycle they are still in the evaluation cycle and technically should be evaluated to inform decisions regarding professional growth. Growth plans are required annually and tenured teachers may be called into a summative evaluation at any time. Your plan needs to include all certified personnel in the CPE plan training.

Pg 3 Appeal Process – Need to add the underlined part: "right to review all documentation submitted <u>reasonably in advance of the hearing</u> and the right to be accompanied by a representative."

Pg 9 Only substantive revisions (forms, timelines, appeals process, evaluation cycle) require local board and KDE approval.

KSBA has updated personnel policy 3.18 regarding the appeals procedures. You should check to see if your board policy matches the policy referenced on pages 21 through 25.

School Guidance Counselor form - I did not find a descriptor addressing attendance and punctuality. I suggest you add this to #37.

Library Media Specialist form – Attending professional development activity is not enough to "demonstrate professional growth". Consider adding language such as "applies new learning to increase student achievement" or something to that effect. I was not able to find in the formative form a reference to "attendance and punctuality". Also need a signature sheet for the formative conference.

Other Certified Staff – Neet to reference in the indicators for this position, "including attendance and punctuality", "demonstrating professional development", and "adherence to professional code of ethics".

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SHELBY COUNTY PUBLIC SCHOOLS
PERSONNEL EVALUATION REPORT

PRE-OBSERVATION WORKSHEET (OPTIONAL)

TEACHER	SCHOOL
OBSERVER	DATE

Teacher completes this form and discusses with administrator prior to scheduled observation.
1. Toward which Standard of the KY Program of Studies/Core Content is the lesson focused ?
2. How will you assess student progress toward the goal(s)/academic expectations?
3. What teaching/learning activities will take place?
4. Are there special circumstances of which the evaluator should be aware?

Teacher's Signature	Date
Evaluator's Signature	Date

Signatures simply imply that information has been discussed.

SHELBY COUNTY PUBLIC SCHOOLS

Teacher Standards for Evaluation-Formative (SC100-A)

NAME _____

1st Observation Date _____

SCHOOL _____

2nd Observation Date _____

GRADE/SUBJECT _____

1st Observation, first semester 2nd Observation, second semester
Principal has option to observe more frequently
Other documents may be used for evaluation documentation in addition to this document

Rating Scale:

SE	***Standard Exceeded***	Evidence exists that Standard is Exceeded.
SM	***Standard Met***	Evidence exists that Standard is Met.
IN	***Improvement Needed***	Standard has not been fully met, although evidence exists of consistent attempts to do so.
SNM	***Standard Not Met***	No evidence of or inconsistent attempts to achieve Standard.

Ratings of Improvement Needed and Standard Not Met shall be accompanied by specific written facts. If necessary, additional documentation may be attached. SC106 and SC106A shall be used for corrective action and follow-up.

NAME

Standard 1: The teacher demonstrates applied content knowledge.

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

Performance Criteria

1.1 Communicates concepts, processes, and knowledge.
- Accurately and effectively communicated an in-depth understanding of concepts, processes, and /or knowledge in ways that contribute to the learning of all students

1.2 Connects content to life experiences of student.
- Effectively connects content to students' life experiences including, when appropriate, prior leaning in the content area or other content areas.

1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning
- Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.

1.4 Guides students to understand content from various perspectives.
- Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.

1.5 Identifies and addresses students' misconceptions of content
- Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.

Reference comments to criteria numbers. Improvement Needed and Standard Not Met must have specific written facts.

1st Observation Documentation:	2nd Observation Documentation:
SE SM IN SNM NA	SE SM IN SNM NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard.

NAME

Standard 2. The teacher designs and plans instruction.

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

Performance Criteria:

2.1 Develop significant objectives aligned with standards.
- Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities.

2.2 Uses contextual data to design instruction relevant to students.
- Plans and designs instruction that is based on significant contextual and pre-assessment data.

2.3 Plans assessments to guide instruction and measure learning objectives
- Develops well-designed assessments that align with learning objectives, guide instruction

2.4 Plans instructional strategies and activities that address learning objectives for all students.
- Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.

2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.
- Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.

Reference comments to criteria numbers. Improvement Needed and Standard Not Met must have specific written facts.

1st Observation Documentation:	2nd Observation Documentation:
SE SM IN SNM NA	SE SM IN SNM NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard.

NAME

Standard 3. The teacher creates and maintains learning climate.

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

Performance Criteria:

3.1 Communicates high expectations.
- Consistently sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.

3.2 Established a positive learning environment.
- Maintains a fair, respectful, and productive classroom environment conducive to learning.

3.3 Values and supports student diversity and addresses individual needs.
- Consistently uses appropriate and responsive instructional strategies that address the needs of all students.

3.4 Fosters mutual respect between teacher and students and among students.
- Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.

3.5 Provides a safe environment for learning.
- Maintains a classroom environment that is both emotionally and physically safe for all students.

Reference comments to criteria numbers. Improvement Needed and Standard Not Met must have specific written facts.

1st Observation Documentation:	2nd Observation Documentation:
SE SM IN SNM NA	SE SM IN SNM NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard.

NAME _____

Standard 4. The teacher implements and manages instruction.

The teacher introduces, implements, and 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.

Performance Criteria:

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.
- Consistently provides a well-planned sequence of appropriate instructional strategies that active engage students in meeting learning objectives.

4.2 Implements instruction based on diverse student needs and assessment data.
- Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.

4.3 Uses time effectively.
- Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.

4.4 Uses space and materials effectively.
- Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.

4.5 Implements and manages instruction in ways that facilitate higher order thinking.
- Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.

Reference comments to criteria numbers. Improvement Needed and Standard Not Met must have specific written facts.

1st Observation Documentation:	2nd Observation Documentation:
SE SM IN SNM NA	SE SM IN SNM NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard.

NAME

Standard 5. The teacher assesses and communicates learning results.

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

Performance Criteria:

5.1 Uses pre-assessments.
- Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.

5.2 Uses formative assessments.
- Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.

5.3 Uses summative assessments.
- Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.

5.4 Describes, analyzes, and evaluates student performance data.
- Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.

5.5 Communicates learning results to students and parents.
- Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.

5.6 Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.

Reference comments to criteria numbers. Improvement needed and Standard Not Met must have specific written facts.

1st Observation Documentation:	2nd Observation Documentation:
SE SM IN SNM NA	SE SM IN SNM NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard.

NAME

Standard 6. The teacher demonstrates the implementation of technology.

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

Performance Criteria:

6.1 Uses available technology to design and plan instruction.
- Uses appropriate technology to design and plan instruction that supports and extends learning of all students.

6.2 Uses available technology to implement instruction that facilitates student learning.
- Designs and implements research-based, technology-infused instructional strategies to support learning of all students.

6.3 Integrates student use of available technology into instruction.
- Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.

6.4 Uses available technology to assess and communicate student learning.
- Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.

6.5 Demonstrates ethical and legal use of technology.
- Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.

Reference comments to criteria numbers. Improvement needed and Standard Not Met must have specific written facts.

	2nd Observation Documentation:
SE SM IN SNM NA	SE SM IN SNM NA

Rating: When marking, cons ider the extent to which performance criteria reveals evidence supporting the standard.

NAME

Standard 7. Reflects on and evaluates teaching and learning.

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

Performance Criteria

7.1 Uses data to reflect on and evaluate student hearing.

- Uses formative and summative performance data to determine the learning needs of all students.

7.2 Uses data to reflect on and evaluative instructional practice.

- Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.

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

Reference comments to criteria numbers. Improvement Needed and Standard Not Met must have specific written facts.

1st Observation Documentation:	2nd Observation Documentation:
SE SM IN SNM NA	SE SM IN SNM NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard.

NAME

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.

Performance Criteria

8.1 Identifies students whose learning could be enhanced by collaboration.
- Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.

8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.
- Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.

8.3 Implements planned activities that enhance student learning and engage all parties.
- Explains how the collaboration to enhance student learning has been implemented.

8.4 Analyzes data to evaluate the outcomes of collaborative efforts.
- Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.

Reference comments to criteria numbers. Improvement Needed and Standard Not Met must have specific written facts.

1st Observation Documentation:	2nd Observation Documentation:
SE SM IN SNM NA	SE SM IN SNM NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard.

NAME _____

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.

Performance Criteria

9.1 Self assesses performance relative to Kentucky's Teacher Standards
- Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
- Reflects on data from multiple sources (1i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.

9.3 Designs a professional growth plan that addresses identifies priorities.
- Designs a clear, logical professional growth plan that addresses all priority areas.

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

Reference comments to criteria numbers. Improvement Needed and Standard Not Met must have specific written facts.

1st Observation Documentation:	2nd Observation Documentation:
SE SM IN SNM NA	SE SM IN SNM NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard

NAME

Standard 10. Provides leadership within school/community/profession.

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

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

- Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.

10.2 Develops a plan for engaging in leadership activities.

- Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.

10.3 Implements a plan for engaging in leadership activities.

- Effectively implements the leadership work plan.

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

Reference comments to criteria numbers. Improvement Needed and Standard Not Met must have specific written facts.

1st Observation Documentation:	2nd Observation Documentation:
SE SM IN SNM NA	SE SM IN SNM NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard.

NAME

Standard 11. Provides evidence of professional characteristics.

The teacher exhibits characteristics that demonstrate a high level of professionalism.

11.1 Exhibits good attendance habits.
11.2 Reports to work on time.
11.3 Maintains confidentiality.
11.4 Exhibits responsibilities of performance related to district and school committees and assignments.
11.5 Meets schedules and timelines.
11.6 Adheres to the Professional Code of Ethics.

Reference comments to criteria numbers. Improvement Needed and Standard Not Met must have specific written facts.

1st Observation Documentation:	2nd Observation Documentation:
SE SM IN SNM NA	SE SM IN SNM NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard.

1st Observation Signatures

Evaluator's Signature	**Date**
Evaluatee's Signature	**Date**

Signature indicates the Evaluatee has seen this evaluation.

Any employee disagreeing with any evaluation or part thereof may have attached to this evaluation a written statement expressing disagreement.

Distribution: Copies to Evaluatee and Evaluator

2nd Observation Signatures

Evaluator's Signature	**Date**
Evaluatee's Signature	**Date**

Signature indicates the Evaluatee has seen this evaluation.

Any employee disagreeing with any evaluation or part thereof may have attached to this evaluation a written statement expressing disagreement.

Distribution: Copies to Evaluatee and Evaluator

SHELBY COUNTY PUBLIC SCHOOLS
Teacher Standards for Evaluation-Summative SC100

NAME _____ SCHOOL/WORKSITE _____

DATE _____

This summarizes all the evaluation data including formative data, products and performances, professional growth plan and development activities, conferences, and other documentation.

TEACHER STANDARDS	Standard Exceeded	Standard Met	Improvement Needed	Standard Not Met
1. Demonstrates Applied Content Knowledge	_____	_____	_____	_____
2. Designs/Plans Instruction	_____	_____	_____	_____
3. Creates/Maintains Learning Climate	_____	_____	_____	_____
4. Implements/Manages Instruction	_____	_____	_____	_____
5. Assesses and Communicates Learning Results	_____	_____	_____	_____
6. Demonstrates Implementation of Technology	_____	_____	_____	_____
7. Reflects/Evaluates Teaching/Learning	_____	_____	_____	_____
8. Collaborates with Colleagues/Parents/Others	_____	_____	_____	_____
9. Engages in Professional Development	_____	_____	_____	_____
10. Provides leadership-school/community/profession	_____	_____	_____	_____
11. Demonstrates a High Level of Professionalism	_____	_____	_____	_____

Improvement Needed and Standard Not Met shall be accompanied with attached documentation.
Professional Growth Plan shall reflect areas to acquire further knowledge/skills in standards marked Improvement Needed and Standard Not Met.

Evaluator's Comments: _____

Evaluatee's Comments: _____

Evaluator's signature and date _____

Principal's signature *(if different from evaluator)* _____

Evaluatee's signature and date _____

Signature indicates the Evaluatee has seen this evaluation. Any employee disagreeing with any evaluation or part thereof may have attached to this evaluation a written statement expressing disagreement. Opportunity for appeal process is a part of Shelby County Public Schools evaluation plan. Certified employees must make their appeals to this summative evaluation in accordance with the procedures and timeframes mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

Distribution: Copies to Evaluatee, Evaluator, File

SHELBY COUNTY PUBLIC SCHOOLS

EVALUATION PLAN FOR CERTIFIED PERSONNEL

CORRECTIVE ACTION PLAN
EVALUATION FOLLOW-UP SC 106
Developed 5 school days after evaluation conference.

LAST NAME FIRST NAME SCHOOL

DATE SUBJECT/GRADE/POSITION

One of the goals of the evaluation process is to provide guidance to evaluatees as they strive to be more effective in their assigned tasks. This form is provided as an instrument to communicate a program of improvement to those individuals receiving "Standard Not Met" evaluation.

SPECIFIC RECOMMENDATION FOR IMPROVEMENT
(To be developed by the evaluatee and evaluator with the help of the curriculum coordinator as needed)

Item #	

Evaluator Signature/Date _____

Evaluatee Signature Date _____

Scheduled Date Follow-up Meeting to be Held _____

SC106A
DOCUMENTATION OF EVALUATION FOLLOW-UP
(REQUIRED WITHING 20 DAYS OF CORRECTIVE ACTION PLAN-SC106)

Distribution: Copy to Superintendent, Evaluatee, Evaluator
(Use additional pages if needed)

ITEM #	SIGNATURE	COMMENTS
	_____Evaluator's Signature Date _____Evaluatee's Signature Date	
	_____Evaluator's Signature Date _____Evaluatee's Signature Date	
	_____Evaluator's Signature Date _____Evaluatee's Signature Date	
	_____Evaluator's Signature Date _____Evaluatee's Signature Date	

SHELBY COUNTY PUBLIC SCHOOLS

Preschool Evaluation-Formative
107

NAME _____

SCHOOL _____

GRADE/SUBJECT _____

1st Observation Date _____

2nd Observation Date _____

1st Observation, first semester
2nd Observation, second semester
Principal has option to observe more frequently
Other documents may be used for evaluation documentation in addition to this document

Rating Scale:

SE	***Standard Exceeded***	Evidence exists that Standard is Exceeded.
SM	***Standard Met***	Evidence exists that Standard is Met.
IN	***Improvement Needed***	Standard has not been fully met, although evidence exists of consistent attempts to do so.
SNM	***Standard Not Met***	No evidence of or inconsistent attempts to achieve Standard.

Ratings of Improvement Needed and Standard Not Met shall be accompanied by specific written facts. If necessary, additional documentation may be attached. SC106 and SC106A shall be used for corrective action and follow-up.

NAME

Standard 1: The IECE Educator Designs/Plans Instruction
The teacher uses developmentally appropriate and research-based practice to design and plan experiences and instruction that support the development and learning for all children, including those with disabilities.

Performance Criteria:
1.a designs for all children developmentally appropriate, comprehensive curriculum, instruction and assessment strategies aligned with program, school, district, and/or state goals.
1.b plans for the effective involvement of team members, including assistants, staff and volunteers, across learning environments.
1.c includes knowledge and strategies of multiple disciplines.
1.d plans experiences and instruction based on family strengths, resources, priorities, and concerns.

Reference comments to criteria numbers. Improvement needed and Standard Not Met must have specific written facts.

1st Observation Documentation:	2nd Observation Documentation:
SE SM IN SNM NA	SE SM IN SNM NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard.

NAME

Standard 2: IECE Educator Creates/Maintains Enviroment
The IECE teacher uses developmentally appropriate and research-based practice to create and maintain learning environments that support the development and learning for all children, including those with disabilities.

Performance Criteria:
2.a maintains a healthy and safe environment.
2.b creates and maintains consistent routines and schedules that engage children and maximize learning.
2.c facilitates smooth transitions for children between activities.
2.d creates and maintains individually appropriate, activity-based learning environments.
2.e adapts environments to support children with special needs and disabilities.
2.f creates and maintains culturally responsive environments to support all children and families.
2.g uses positive guidance techniques to foster children's self-regulation.
2.h designs antecedent and consequent conditions to foster child self-regulation and learning.
2.i facilitates mutual respect among class members through cooperative and independent learning activities.

Reference comments to criteria numbers. Improvement needed and Standard Not Met must have specific written facts.

1st Observation Documentation:	2nd Observation Documentation:
SE SM IN SNM NA	SE SM IN SNM NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard.

NAME _____

Standard 3: The IECE Educator Implements Instruction
The IECE teacher uses developmentally appropriate and research-based practice to introduce, implement, and facilitate experiences and instruction that support the evelopment and learning for all children, including those with disabilities.

Performance Criteria:
3.a implements developmentally appropriate, comprehensive curriculum and instruction aligned with program, school, district, and/or state goals.
3.b implements instructional strategies that meet the individual needs of each child.
3.c engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities.
3.d provides guidance, cues and feedback to children to foster self-management and learning.
3.e implements culturally responsive learning experiences to support children and their families.
3.f implements and supports family-centered activities that reflect each family's resources, priorities and concerns.
.

Reference comments to criteria numbers. Improvement needed and Standard Not Met must have specific written facts.

1st Observation Documentation:	2nd Observation Documentation:
SE SM IN SNM NA	SE SM IN SNM NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard.

NAME

Standard 4: The IECE Educator Assesses and Communicates Learning Results
The IECE teacher in collaboration with others, uses developmentally appropriate and research-based practice to assess and support the development and on-going learning for all children, including those with disabilities.

Performance Criteria:
The IECE educator:
4.a uses a systematic process for collecting ongoing assessment data to monitor child progress and/or family outcomes.
4.b participates in the team process to determine program eligibility and development of IEPs and IFSPs.
4.c uses multiple models and methods of assessment sensitive to unique cultural and learning needs.
4.d involves families and other team members in the assessment process.
4.e interprets and communicates assessment results to families and other team members.

Reference comments to criteria numbers. Improvement needed and Standard Not Met must have specific written facts.

1st Observation Documentation:	2nd Observation Documentation:
SE SM IN SNM NA	SE SM IN SNM NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard.

NAME

Standard 5: IECE Educator Reflects/Evaluated Professional Practices
The IECE teacher reflects on and evaluates his/her professional practice to support the development and learning for all children, including those with disabilities.

Performance Criteria:
The IECE educator:
5.a engages in on-going self-evaluation of professional practices to improve child learning.
5.b develops an on-going plan for improving instructional practice to advance children's learning and development.
5.c implements and evaluates a plan for advancing children's learning and development.
5.d analyzes the involvement and effectiveness of team members in instruction.

Reference comments to criteria numbers. Improvement needed and Standard Not Met must have specific written facts.

1st Observation Documentation:	2nd Observation Documentation:
SE SM IN SNM NA	SE SM IN SNM NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard.

NAME _____

Standard 6: The IECE Educator Collaborates with Colleagues/Families/Others
The IECE teacher collaborates with team members, families, and others to design and implement experiences and instruction that support the development and learning for all children, including those with disabilities.

Performance Criteria:
The IECE educator:

6.a participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings.
6.b demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others.
6.c collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning.
6.d collaborates with team members to promote child development and transition through information sharing, joint decision making, and program sharing.
6.e collaborates with community members and agencies to provide resources to promote child development and learning.
6.f articulates individual outcomes and unique needs for each child to staff and volunteers.
6.g provides on-going, constructive feedback to team members on professional practices.
6.h uses adult learning principles in collaboration with team members.

Reference comments to criteria numbers. Improvement needed and Standard Not Met must have specific written facts.

SE SM IN SNM NA	SE SM IN SNM NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard

NAME

Standard 7: The IECE Educator Engages In Professional Development
The IECE teacher engages in professional development designed to increase his/her ability to expand knowledge of child development, diversity, and interdisciplinary and family-centered practices that support the development and learning of all children, including those with disabilities.

Performance Criteria:
The IECE educator:
7.a engages in ongoing professional development activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research).
7.b shows evidence of professional growth resulting from the implementation of the plan.
7.c applies professional ethics, practice, and legal mandates in early childhood settings.

Reference comments to criteria numbers. Improvement needed and Standard Not Met must have specific written facts.

1st Observation Documentation	2nd Observation Documentation
SE SM IN SNM NA	SE SM IN SNM NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard

NAME

Standard 8: The IECE Educator Supports Families
The IECE teacher uses developmentally appropriate and research-based practice to support families.

Performance Criteria:
The IECE educator:
8.a assists families in articulating resources, priorities, and concerns.
8.b individualize interactions and activities that demonstrate sensitivity to characteristics of each child's family and community.
8.c facilitates communication of legal, procedural, and program-related information to families using appropriate methods of communication (i.e., in jargon-free native language, sign language, or through an interpreter).
8.d applies adult learning principles in family education activities.
8.e respects and provides on-going support for the family's preferred level of involvement in educational activities.

Reference comments to criteria numbers. Improvement needed and Standard Not Met must have specific written facts.

1st Observation Documentation:	2nd Observation Documentation:
SE SM IN SNM NA	SE SM IN SNM NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard

NAME

Standard 9: The IECE Educator Demonstrates the Implementation of Technology
The IECE teacher uses developmentally appropriate and research-based practice to utilize technology that supports the development and learning of all children, including those with disabilities

Performance Criteria:
9.a uses multiple applications to support child learning.
9.b selects appropriate technology to enhance instruction.
9.c engages children in their use of technology.
9.d uses technology to meet special needs of children.
9.e promotes ethical and legal use of technology discipline.

Reference comments to criteria numbers. Improvement needed and Standard Not Met must have specific written facts.

1st Observation Documentation:	2nd Observation Documentation:
SE SM IN SNM NA	SE SM IN SNM NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard

Standard 10 Provides evidence of professional characteristics.

Performance Criteria: The teacher exhibits characteristics that demonstrate a high level of professionalism

10.a Exhibits good attendance habits.
10.b Reports to work on time.
10.c Maintains confidentiality.
10.d Exhibits responsibilities of performance related to district and school committees and assignments
10.e Meets schedules and timelines.
10.f Adheres to the Professional Code of Ethics.

Reference comments to criteria numbers. Improvement needed and Standard Not Met must have specific written facts.

1st Observation Documentation:	2nd Observation Documentation:
SE SM IN SNM NA	SE SM IN SNM NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard

1st Observation Signatures

Evaluator's Signature	**Date**
Evaluatee's Signature	**Date**

Signature indicates the Evaluatee has seen this evaluation.

Any employee disagreeing with any evaluation or part thereof may have attached to this evaluation a written statement expressing disagreement.

Distribution: Copies to Evaluatee and Evaluator

2nd Observation Signatures

Evaluator's Signature	**Date**
Evaluatee's Signature	**Date**

Signature indicates the Evaluatee has seen this evaluation.

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Distribution: Copies to Evaluatee and Evaluator

Attainment of established EPBS standards not included in plan.

SHELBY COUNTY PUBLIC SCHOOLS
PreSchool Teacher – Summative SC107

NAME _____ SCHOOL/WORKSITE _____

This summarizes all the evaluation data including formative data, products and performances, professional growth plan and development activities, conferences, and other documentation.

PRESCHOOL TEACHER STANDARDS	Standard Exceeded	Standard Met	Improvement Needed	Standard Not Met
1. Designs and Plans Instruction	____	____	____	____
2. Creates and Maintains Environment	____	____	____	____
3. Implements Instruction	____	____	____	____
4. Assesses and Communicates Learning Results	____	____	____	____
5. Reflects and Evaluates Professional Practices	____	____	____	____
6. Collaborates with Colleagues/Families/Others	____	____	____	____
7. Engages in Professional Development	____	____	____	____
8. Educator Supports Families	____	____	____	____
9. Demonstrates the Implementation of Technology	____	____	____	____
10. Provides evidence of Professional Characteristics	____	____	____	____

Improvement Needed and Standard Not Met shall be accompanied with attached documentation.
Professional Growth Plan shall reflect areas to acquire further knowledge/skills marked Improvement Needed and Standard Not Met.

Evaluator's Comments:

_____

_____

_____

Evaluatee's Comments:

_____

_____

_____

_____ _____

Evaluator's signature and date **Evaluatee's signature and date**

Signature indicates the Evaluatee has seen this evaluation.

"Any employee disagreeing with any evaluation or part thereof may have attached to this evaluation a written statement expressing disagreement."

Opportunity for appeal process is a part of Shelby County Public Schools evaluation plan. Certified employees must make their appeals to this summative evaluation in accordance with the procedures and timeframes mandated in 704 KAR 3:345 Sections 7,8,9 and the local district plan.

Distribution: Copies to Evaluatee and Evaluator

SHELBY COUNTY PUBLIC SCHOOLS

COMMENDATION OF DOCUMENTATION
SC 108
(Use reverse side and additional pages if needed.)

Performance rating special merit with traits superior to those normally expected shall be noted in the space provided below. Such documentation shall be submitted as part of the evaluation report.

Signature of Evaluator	**Date**
Signature of Evaluatee	**Date**

Distribution to: Copy to Superintendent
Copy to Evaluator
Copy to Evaluatee

SHELBY COUNTY PUBLIC SCHOOLS

"STANDARD NOT MET" OR "UNSATISFACTORY" DOCUMENTATION.

SC 109

Attach forms SC 106 and SC 106A.
(Use reverse side and additional pages if needed.)

Documentation of specific facts for the final "Standard Not Met" or unsatisfactory evaluation for tenure and non-tenure personnel shall be submitted in the space herein provided and submitted as a part of the official evaluation report. Facts for unsatisfactory evaluation of tenure personnel shall be documented under one or more of the following: Insubordination, Immoral Character or Conduct Unbecoming a Teacher, Physical or Mental Disability, or Inefficiency, Incompetency, or Neglect of Duty.

Superintendent Recommendation:

____ Retention

____ Reassignment

____ Termination

Signature:

_____

Signature of Evaluatee/Date

_____

Signature of Evaluator/Date

Distribution: **Copy to Superintendent**
Copy to Evaluatee
Copy to Evaluator

SHELBY CO[illegible]TY PUBLIC SCHOOLS

INDIVIDUAL PROFESSIONAL GROWTH/DEVELOPMENT PLAN*
SC110

Name_____ School _____ Year _____

PRIORITY NEED	GOALS AND OBJECTIVES (DESCRIBE DESIRED OUTCOME)	STRATEGIES FOR ACHIEVING GOALS AND OBJECTIVES	COMMENTS	DATE	BUDGET Estimate FUNDING SOURCE

*Plan must be aligned with specific goals and objectives of the school/district improvement plan or individual evaluation/professional development plan. The plan may be included with evaluation at evaluatee's request. Subject to review during evaluation cycle.
Evaluator's signature indicates approval and assistance as needed.

Evaluator's Signature _____ Title _____ Date _____

Evaluatee's Signature_____ Title _____ Date _____

Midyear Review Date:

Evaluatee's Comments:

Evaluatee's Signature:

Evaluator's Signature:

Final Review Date:

Evaluatee's Comments:

Evaluatee's Signature:

Evaluator's Signature:

Outcome was: _____ **Achieved** _____ **Revised** _____ **Continued**

Shelby County Public Schools

SC101A – Formative Evaluation Form for Administrators

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

EVALUATEE

SCHOOL

EVALUATOR

POSITION

1st Conference, Fall Semester
2nd Conference, Spring Semester
Evaluator has option to conference more frequently.
Other documents may be used for evaluation documentation in addition to this document.

FALL CONFERENCE DATE

SPRING CONFERENCE DATE

Rating Scale:

SE=Standard Exceeded	Evidence exists that Standard is Exceeded
SM=Standard Met	Evidence exists that Standard is Met
IN=Improvement Needed	Standard has not been fully met, although evidence exists of consistent attempts to do so
SNM=Standard Not Met	No evidence of or inconsistent attempts to achieve Standard
NA=Not Applicable	Standard is not applicable at this time

_____

NAME

ISLLC Standard/Function

Standard 1: Visionary Leader

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of leaning 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.

Comments/Documentation

Reference comments to specific functions. "Improvement Needed" and "Standard Not Met" must have specific written facts. If necessary, additional documentation may be attached.

Fall Documentation:					Spring Documentation:				
SE	SM	IN	SNM	NA	SE	SM	IN	SNM	NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard.

NAME

ISLLC Standard/Function

Standard 2: Instructional Leader

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.

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

Comments/Documentation

Reference comments to specific functions. "Improvement Needed" and "Standard Not Met" must have specific written facts. If necessary, additional documentation may be attached.

Fall Documentation:					Spring Documentation:				
SE	SM	IN	SNM	NA	SE	SM	IN	SNM	NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard.

NAME _____

ISLLC Standard/Function

Standard 3: Organizational Leader

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.

A. Monitor and evaluate the management and operational systems
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Comments/Documentation

Reference comments to specific functions. "Improvement Needed" and "Standard Not Met" must have specific written facts. If necessary, additional documentation may be attached.

Fall Documentation:					Spring Documentation:				
SE	SM	IN	SNM	NA	SE	SM	IN	SNM	NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard.

NAME

ISLLC Standard/Function

Standard 4: Collaborative Leader

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.

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

Comments/Documentation

Reference comments to specific functions. "Improvement Needed" and "Standard Not Met" must have specific written facts. If necessary, additional documentation may be attached.

Fall Documentation:					Spring Documentation:				
SE	SM	IN	SNM	NA	SE	SM	IN	SNM	NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard.

_____

NAME

ISLLC Standard/Function

Standard 5: Ethical Leader

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

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

Comments/Documentation

Reference comments to specific functions. "Improvement Needed" and "Standard Not Met" must have specific written facts. If necessary, additional documentation may be attached.

Fall Documentation:					Spring Documentation:				
SE	SM	IN	SNM	NA	SE	SM	IN	SNM	NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard.

NAME

ISLLC Standard/Function

Standard 6: Systematic Leader

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

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

Comments/Documentation

Reference comments to specific functions. "Improvement Needed" and "Standard Not Met" must have specific written facts. If necessary, additional documentation may be attached.

Fall Documentation:					Spring Documentation:				
SE	SM	IN	SNM	NA	SE	SM	IN	SNM	NA

Rating: When marking, consider the extent to which performance criteria reveals evidence supporting the standard.

1st Observation Signatures

Evaluator's Signature	**Date**
Evaluatee's Signature	**Date**

Signature indicates the Evaluatee has seen this evaluation.

Any employee disagreeing with any evaluation or part thereof may have attached to this evaluation a written statement expressing disagreement.

Distribution: Copies to Evaluatee and Evaluator

2nd Observation Signatures

Evaluator's Signature	**Date**
Evaluatee's Signature	**Date**

Signature indicates the Evaluatee has seen this evaluation.

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Distribution: Copies to Evaluatee and Evaluator

Shelby County Public Schools

SC101B – Summative Form for Administrators

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

EVALUATEE _____ SCHOOL _____

DATE _____

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

ISLLC Standard	Standard Exceeded	Standard Met	Improvement Needed	Standard Not Met
1: Visionary Leader				
2: Instructional Leader				
3: Organizational Leader				
4: Collaborative Leader				
5: Ethical Leader				
6: Systemic Leader				
Overall Rating				

*Any rating of Standard Not Met requires a written program for improvement (SC109, SC110).

Individual Professional Growth Plan reflects a desire/need to include the standards checked below:

Standard 1: _____ Standard 2: _____ Standard 3: _____ Standard 4: _____ Standard 5: _____ Standard 6: _____

Evaluator's Comments: _____

Evaluatee's Comments: _____

EVALUATEE: ☐ I agree with this summative evaluation ☐ I disagree with this summative evaluation

EVALUATEE'S SIGNATURE _____ DATE _____ EVALUATOR'S SIGNATURE _____ DATE _____

Distribution: Evaluatee, Evaluator, File

SHELBY COUNTY PUBLIC SCHOOLS
PERSONNEL EVALUATION REPORT

Evaluation/Professional Improvement Plan for Certified Personnel
Elementary, Middle and Secondary School Guidance Counselor SC 102A

NAME	DATE
POSITION	SCHOOL

RATING SCALE	
SE- STANDARD EXCEEDED	Evidence exists that *Standard is Exceeded.*.
SM - STANDARD MET	Evidence exists that *Standard is Met.*
IN - IMPROVEMENT IS NEEDED	Standard has not been fully met, although evidence exists of consistent attempts to do so.
SNM - STANDARD NOT MET	No evidence of or inconsistent attempts to achieve *Standard.*
NA - NOT APPLICABLE	Criteria not applicable or not observed.

Ratings of *Improvement is Needed* and *Standard Not Met* shall be accompanied by specific written facts. *Standard Not Met* rating shall require a written program of improvement *(SC 109)*.

EDUCATIONAL LEADERSHIP	SE	SM	IN	SNM	NA
1. The counselor involves the appropriate staff, students, and SBDM Council (where appropriate) in developing the goals of the school guidance program.					
Specific Written Facts:					
2. The counselor communicates to staff and the SBDM Council the local, state, and federal policies governing the school guidance program.					
Specific Written Facts:					
3. The counselor communicates to educational staff the availability of community resources and groups.					
Specific Written Facts:					
4. The counselor develops and communicates the school guidance referral process in an effective manner.					

5. The counselor plans for the effective implementation of the school guidance program.					
Specific Written Facts:					
6. The counselor communicates the goals and activities of the school guidance program to staff and the SBDM Council.					
Specific Written Facts:					
7. FOR HIGH SCHOOL COUNSELORS ONLY: The counselor collects and disseminates to parents and students information concerning post-secondary scholarships and financial aid.					
Specific Written Facts:					
PROGRAM MANAGEMENT					
8. The counselor develops a guidance plan.					
Specific Written Facts:					
9. The counselor assists in the identification and placement of exceptional students.					
Specific Written Facts:					
10. The counselor plans, conducts, and evaluates individual and group guidance sessions in which topics of special concern or interest to the age group involved are discussed.					
Specific Written Facts:					
11. The counselor registers and orients students who are new to the school.					
Specific Written Facts:					

12. The counselor keeps in touch with parents through oral or written communication or home visits.					
Specific Written Facts:					
13. The counselor establishes, maintains and updates student records.					
Specific Written Facts:					
14. The counselor oversees the transfer of student records.					
Specific Written Facts:					
15. The counselor consults with students who are having problems at home or school.					
Specific Written Facts:					
16. The counselor consults with staff regarding barriers to students' learning.					
Specific Written Facts:					
17. The counselor maintains accurate records submitted on time.					
Specific Written Facts:					
18. The counselor works to correct attitude and behavior problems that may lead to dropping out of school.					
Specific Written Facts:					

19. The counselor coordinates, supervises and interprets the schools' assessment program.					
Specific Written Facts:					
20. The counselor supervises and maintains the computer data base which includes student scheduling, data collecting, recording report card grades and reporting other progress reports.					
Specific Written Facts:					
21. FOR ELEMENTARY/MIDDLE SCHOOL COUNSELORS ONLY: The counselor plans classroom guidance activities determined appropriate for students.					
Specific Written Facts:					
22. FOR MIDDLE/HIGH SCHOOL COUNSELORS ONLY: The counselor assists in planning and evaluating the career/college related activities in the school.					
Specific Written Facts:					
23. FOR MIDDLE/HIGH SCHOOL COUNSELORS ONLY: The counselor helps students evaluate career interests and choices.					
Specific Written Facts:					
24. FOR MIDDLE/HIGH SCHOOL COUNSELORS ONLY: The counselor aids students in course and subject selection.					
Specific Written Facts:					
25. FOR HIGH SCHOOL COUNSELORS ONLY: The counselor coordinates the selection of students for the technical school.					
Specific Written Facts:					

26. FOR HIGH SCHOOL COUNSELORS ONLY: The counselor provides student information to potential employers according to provisions of the Board's policy of student records.					
Specific Written Facts:					
27. FOR HIGH SCHOOL COUNSELORS ONLY: The counselor plans guidance fields trips to industry for interested students.					
Specific Written Facts:					
INTERPERSONAL RELATIONSHIPS					
28. The counselor deals with students, parents and staff in a positive, constructive manner.					
Specific Written Facts:					
29. The counselor is accessible to students and staff.					
Specific Written Facts:					
30. The counselor works with appropriate staff in the development of the school's transformation plan.					
Specific Written Facts:					
31. The counselor accepts and enforces school and district policies, procedures, and rules in a positive way.					
Specific Written Facts:					
32. The counselor states opinions or disagreements in a way conducive to group consensus.					
Specific Written Facts:					

33. The counselor creates a favorable professional image in the school/community.					
Specific Written Facts:					
34. The counselor ensures that oral and written communication is clear, accurate and carefully composed.					
Specific Written Facts:					
35. The counselor handles responsibilities and guidance issues in a consistent and fair manner.					
Specific Written Facts:					
PROFESSIONAL RESPONSIBILITIES					
36. The counselor stays informed regarding policies and procedures applicable to the school guidance program and communicates information to appropriate role groups.					
Specific Written Facts:					
37. The counselor exhibits good attendance, is punctual, and assumes and completes duties promptly and effectively.					
Specific Written Facts:					
38. The counselor handles confidential matters or information in a professional manner.					
Specific Written Facts:					
39. The counselor maintains ethical relationships with students.					
Specific Written Facts:					

40. The counselor demonstrates a basic commitment to professional growth by participating in professional activities.					
Specific Written Facts:					
41. The counselor keeps abreast of current developments relating to school guidance.					
Specific Written Facts:					
42. The counselor appropriately utilizes information from professional growth experiences.					
Specific Written Facts:					

Evaluator's Signature _____ Date _____

Evaluatee's Signature _____ Date _____

Signature indicates that you have seen this evaluation.

"Any employee disagreeing with any evaluation or part thereof, may have attached to the evaluation a written statement expressing disagreement."

Distribution: Copies to Superintendent, Evaluatee, and Evaluator

SHELBY COUNTY PUBLIC SCHOOLS

School Guidance Counselor Personnel Evaluation Report – Summative SC102

NAME _____ SCHOOL/WORKSITE _____

This summarizes all the evaluation data including formative data, products and performances, professional growth plan and development activities, Conferences, and other documentation.

SCHOOL GUIDANCE COUNSELOR STANDARDS	Standard Exceeded	Standard Met	Improvement Needed	Standard Not Met
1. Educational Leadership	_____	_____	_____	_____
2. Program Management	_____	_____	_____	_____
3. Interpersonal Relationships	_____	_____	_____	_____
4. Professional Responsibilities	_____	_____	_____	_____

Improvement Needed and Standard Not Met shall be accompanied with attached documentation.
Professional Growth Plan shall reflect areas to acquire further knowledge/skills marked Improvement Needed and Standard Not Met.

Evaluator's Comments:

_____

_____

_____

Evaluatee's Comments:

_____

_____

_____

_____ **Evaluator's signature and date**

_____ **Evaluatee's signature and date**

Signature indicates the Evaluatee has seen this evaluation.
"Any employee disagreeing with any evaluation or part thereof may have attached to this evaluation a written statement expressing disagreement."

Opportunity for appeal process is a part of Shelby County Public Schools evaluation plan. Certified employees must make their appeals to this summative evaluation in accordance with the procedures and timeframes mandated in 704 KAR 3:345 Sections 7,8,9 and the local district plan.

Distribution: Copies to Evaluatee and Evaluator

SHELBY COUNTY PUBLIC SCHOOLS
PERSONNEL EVALUATION REPORT

Library Media Specialist Formative Report SC103A

Name	Date
Position	School

Rating Scale	
SE – STANDARD EXCEEDED	Evidence exists that *Standard is Exceeded.*
SM – STANDARD MET	Evidence exists that *Standard is Met.*
IN – IMPROVEMENT IS NEEDED	Standard has not been fully met, although evidence exists of consistent attempts to do so.
SNM – STANDARD NOT MET	No evidence of or inconsistent attempts to achieve *Standard.*
NA – NOT APPLICABLE	Criteria Not applicable or not observed.

Ratings of *Improvement is Needed* and *Standard Not Met* shall be accompanied by specific written facts. *Standard Not Met* rating shall require a written program of improvement (SC 109).

Standard One: Demonstrates Proficiency as Administrator of the Library Media Program	SE	SM	IN	SNM	NA
1. Plans long-range goals of the library Media Program with faculty, administration, and students.					
Specific Written Facts:					
2. Plans the budget with the administration, school-based councils and/or advisory committee, based on the needs and objectives of the library Media Program.					
Specific Written Facts:					
3. Administers the budget according to the goals and objectives of the program.					
Specific Written Facts:					
4. Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the Library Media Program.					
Specific Written Facts:					
5. Develops Library Media Program policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.					
Specific Written Facts:					

6. Administers a Library Media Program that utilizes flexible access.					
Specific Written Facts:					
7. Develops plans for maintaining a technologically current facility and program.					
Specific Written Facts:					
8. Organizes, classifies, and catalogs library materials; following nationally recognized professional standards such as AACR2R (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, Sears or Library of Congress subject headings, MARC format.					
Specific Written Facts:					
9. Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.					
Specific Written Facts:					
10. Evaluates programs, services, facilities, and materials informally and formally on a continuous basis – identifying strengths and weaknesses.					
Specific Written Facts:					
11. Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.					
Specific Written Facts:					
12. Publicizes the Library Media Programs, services, and materials through newsletters, announcements, and other innovative ways.					
Specific Written Facts:					

13. Is responsible for the proper use of the facility, materials, and equipment.					
Specific Written Facts:					
14. Plans and/or participates in special projects or proposals, e.g. book fairs.					
Specific Written Facts:					
15. Trains and supervises Library Media Program clerical staff, volunteers, and student helpers.					
Specific Written Facts:					
16. Follows the approved selection policy that includes a procedure for the reconsideration of materials.					
Specific Written Facts:					
17. Keeps automated catalog current utilizing authority control.					
Specific Written Facts:					
18. Maintains statistical records and shelf list needed to verify collection of the library media center holdings.					
Specific Written Facts:					
19. Makes general repairs, weeds collection, and takes annual inventory.					
Specific Written Facts:					
20. Makes the library media center and its resources accessible to students and faculty.					
Specific Written Facts:					

21. Facilitates the circulation of materials among schools in the district and with other agencies.					
Specific Written Facts:					
22. Provides the resources and promotes recreational reading for the school community.					
Specific Written Facts:					
23. Follows the school's and district policies and procedures.					
Specific Written Facts:					
24. Promotes compliance with the copyright law.					
Specific Written Facts:					
25. Handles concerns of others in a positive and professional manner to protect the users' rights to privacy and confidentiality.					
Specific Written Facts:					
26. Follows responsibilities as outlined in job description.					
Specific Written Facts:					
Standard Two: Library Media Specialist Demonstrates Proficiency as Teacher	**SE**	**SM**	**IN**	**SNM**	**NA**
1. Provides orientation for new faculty and students.					
Specific Written Facts:					
2. Informally evaluates individual and group needs and provides appropriate learning experiences.					
Specific Written Facts:					

3. Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.					
Specific Written Facts:					
4. Provides for independent and cooperative group learning.					
Specific Written Facts:					
5. Teaches information literacy as an integral part of the curriculum using a process model.					
Specific Written Facts:					
6. Guides students in the selection of appropriate resources.					
Specific Written Facts:					
7. Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.					
Specific Written Facts:					
8. Promotes appreciation of various forms of literature emphasizing the highest quality.					
Specific Written Facts:					
9. Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills and to become skilled in all modes of communication.					
Specific Written Facts:					
10. Incorporates the use of technology in accessing information.					
Specific Written Facts:					
11. Assists students in the use of multi-media for completed projects.					
Specific Written Facts:					

12. Provides training to staff in use of new materials, technology, and equipment; demonstrating practical applications for curriculum connections.					
Specific Written Facts:					
Standard Three: Library Media Specialist Demonstrates Proficiency as Instructional Partner	**SE**	**SM**	**IN**	**SNM**	**NA**
1. Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support curriculum.					
Specific Written Facts:					
2. Exercises a leadership role and serves as a catalyst in ensuring the Library Media Program is central to the instructional program of the school.					
Specific Written Facts:					
3. Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.					
Specific Written Facts:					
4. Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.					
Specific Written Facts:					
5. Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.					
Specific Written Facts:					
6. Assists faculty in the selection of materials to supplement instruction.					
Specific Written Facts:					
7. Establishes positive rapport with staff and students.					
Specific Written Facts:					

8. Maintains effective communications with staff and students, e.g. informs faculty and students of new acquisitions and services.					
Specific Written Facts:					
9. Plans and implements a Library Media Program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of KERA and the academic expectations.					
Specific Written Facts:					
Standard Four: Library Media Specialist Demonstrates Proficiency as Information Specialist	**SE**	**SM**	**IN**	**SNM**	**NA**
1. Chooses materials using selection tools, bibliographies, recommendations.					
Specific Written Facts:					
2. Maintains a professional collection.					
Specific Written Facts:					
3. Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment that support the school's curriculum and educational needs.					
Specific Written Facts:					
4. Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.					
Specific Written Facts:					
5. Is available as a personal resource for all students and faculty.					
Specific Written Facts:					
6. Attends local professional growth activities and meetings.					
Specific Written Facts:					

8. Maintains effective communications with staff and students, e.g. informs faculty and students of new acquisitions and services.					
Specific Written Facts:					
9. Plans and implements a Library Media Program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of KERA and the academic expectations.					
Specific Written Facts:					
Standard Four: Library Media Specialist Demonstrates Proficiency as Information Specialist	**SE**	**SM**	**IN**	**SNM**	**NA**
1. Chooses materials using selection tools, bibliographies, recommendations.					
Specific Written Facts:					
2. Maintains a professional collection.					
Specific Written Facts:					
3. Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment that support the school's curriculum and educational needs.					
Specific Written Facts:					
4. Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.					
Specific Written Facts:					
5. Is available as a personal resource for all students and faculty.					
Specific Written Facts:					
6. Attends local professional growth activities and meetings and applies new learning to increase student achievement.					
Specific Written Facts:					

7. Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences, and other activities related to the field.					
Specific Written Facts:					

Evaluator's Signature _____ Date _____

Evaluatee's Signature _____ Date _____

Signature indicates that you have seen this evaluation

"Any employee disagreeing with any evaluation or part thereof, may have attached to the evaluation a written statement expressing disagreement."

Distribution: Copies to Superintendent, Evaluatee, and Evaluator

SHELBY COUNTY PUBLIC SCHOOLS

Library Media Specialist Standards for Evaluation – Summative SC103

NAME _____ SCHOOL/WORKSITE _____

This summarizes all the evaluation data including formative data, products and performances, professional growth plan and development activities, Conferences, and other documentation.

LIBRARY MEDIA SPECIALIST STANDARDS	Standard Exceeded	Standard Met	Improvement Needed	Standard Not Met
1. Demonstrates proficiency as administrator to the Library Media Program.	_____	_____	_____	_____
2. Library Media Specialist demonstrates proficiency as teacher.	_____	_____	_____	_____
3. Library Media Specialist demonstrates proficiency as instructional partner.	_____	_____	_____	_____
4. Library Media Specialist demonstrates proficiency as information specialist.	_____	_____	_____	_____

Improvement Needed and Standard Not Met shall be accompanied with attached documentation.
Professional Growth Plan shall reflect areas to acquire further knowledge/skills marked Improvement Needed and Standard Not Met.

Evaluator's Comments:

_____

_____

_____

Evaluatee's Comments:

_____

_____

_____

_____ _____

Evaluator's signature and date **Evaluatee's signature and date**

Signature indicates the Evaluatee has seen this evaluation.
"Any employee disagreeing with any evaluation or part thereof may have attached to this evaluation a written statement expressing disagreement."

Opportunity for appeal process is a part of Shelby County Public Schools evaluation plan. Certified employees must make their appeals to this summative evaluation in accordance with the procedures and timeframes mandated in 704 KAR 3:345 Sections 7,8,9 and the local district plan.

Distribution: Copies to Evaluatee and Evaluator

SHELBY COUNTY PUBLIC SCHOOLS
PERSONNEL EVALUATION REPORT

OTHER CERTIFIED STAFF SUMMATIVE REPORT SC 104

NAME	DATE
POSITION	LOCATION

RATING SCALE	
SE – STANDARD EXCEEDED	Evidence exists that *Standard is Exceeded.*.
SM - STANDARD MET	Evidence exists that *Standard is Met.*
IN - IMPROVEMENT IS NEEDED	Standard has not been fully met, although evidence exists of consistent attempts to do so.
SNM - STANDARD NOT MET	No evidence of or inconsistent attempts to achieve *Standard.*
NA - NOT APPLICABLE	Criteria not applicable or not observed.

Ratings of *Improvement is Needed* and *Standard Not Met* shall be accompanied by specific written facts. *Standard Not Met* rating shall require a written program of improvement *(SC 109)*.

EDUCATIONAL PROGRAM	SE	SM	IN	SNM	NA
1. Works to maintain and improve the quality of the educational program as specified in the job description.					
Specific Written Facts:					
2. Encourages and celebrates staff initiative and innovations.					
Specific Written Facts:					
3. Cooperates and consults with the principal, staff and/or SBDM Council and advisory groups when developing, improving, and/or implementing new programs.					
Specific Written Facts:					
4. Uses technological applications to enhance administration of business, instruction and support systems.					
Specific Written Facts:					

STAFF RELATIONS					
5. Assists staff in implementing the school and/or district's improvement plan (differentiation, formative and summative assessments, and continuous assessment)					
Specific Written Facts:					
6. Serves as a resource in making instructional materials as well as consulting resources available in their area of expertise.					
Specific Written Facts:					
7. Utilizes formative and summative assessment of programs, students, staff and self for continuous improvement of student achievement.					
Specific Written Facts:					
8. Communicates (oral, written, non-verbal) effectively and with consistency to all constituents within school community.					
Specific Written Facts:					
9. Demonstrates professional judgment in dealing with conflict situations involving staff or community.					
Specific Written Facts:					
10. Plans and facilitates well organized meetings.					
Specific Written Facts:					
11. Attends professional development and applies new learning to increase student achievement. Assists in appropriate educational planning for identified students.					
Specific Written Facts:					

Public Relations					
12. Articulates, models, and promotes the school and district vision(s) to the public (boards, councils, and advisory groups)					
Specific Written Facts:					
13. Implements procedures and guidelines consistent with policies, regulations and legal requirements.					
Specific Written Facts:					
14. Assesses needs of community and available resources and uses information to align mission of district with community needs.					
Personal and Professional Characteristics					
15. Demonstrates poise and emotional stability, maintains cooperation. Is positive, optimistic, and enthusiastic.					
Specific Written Facts:					
16. Exhibits good attendance and is punctual.					
Specific Written Facts:					
17. Successfully solves problems in accordance with professional ethics and builds harmonious relationships.					
Specific Written Facts:					

Evaluator's Signature	Date
Evaluatee's Signature	Date

Signature indicates that you have seen this evaluation.

"Any employee disagreeing with any evaluation or part thereof, may have attached to the evaluation a written statement expressing disagreement."

Distribution: Copies to Superintendent, Evaluatee, and Evaluator

Evaluation of the Superintendent (SC105)

The board and superintendent may conduct a formative (mid-year) evaluation to be used to discuss progress of goals and planning a program of professional development to address areas in need of improvement.

The board and the superintendent agreed to one (1) evaluation for the school year 2004-2005. The 2004-2005 evaluation will be conducted in June.

The summative evaluation of the superintendent thereafter will be conducted annually. The formative/pre-evaluation conference will be conducted in June to set goals for the new school year and to discuss progress toward current goals. The summative (final) evaluation will be conducted in December. All board members and the superintendent shall be present at both meetings, and each board member shall have completed the evaluation forms prior to attending the meetings.

In closed session the board will compile the evaluations and discuss the results with the superintendent. The board and the superintendent will have the opportunity to attach written statements to the evaluation form.

INSTRUCTIONS

1. Based on the evidence from observation and discussion, the members of the board shall rate the basic elements of the superintendent's performance according to the evaluation document.
2. The superintendent shall be provided an opportunity to react to the ratings and comments.
3. The board and the superintendent shall discuss the results of the appraisal and any recommended action.
4. The superintendent and the board chairperson shall sign and date the evaluation document.
5. The document shall be filed in the superintendent's personnel folder located in the central office.
6. The board and superintendent will discuss the progress and evidence toward the four (4) performance focus areas during the pre-evaluation conference and the summative evaluation.

Performance Standards/Superintendent Evaluation Process Summary		
Preparatory Phase	• Superintendent/Board review and discuss Responsibility Criteria/Job Description. • Board clarifies expectations and objectives.	Following opportunity for Board input, the Superintendent drafts District goals. Board/Superintendent discuss and agree upon District goals. (Review the District Mission Statement and Student Achievement Goals).
Formative/Pre-Conference	• Observation of Superintendent skills. • Individual Board member documentation of skills using Evaluation Form. • Board consensus of skills using Evaluation Form. • Board/Superintendent conference for feedback regarding skills. • Board/Superintendent conference on four (4) performance focus areas. • Board provides feedback for improvements as needed at mid-term conference.	Superintendent documentation of goal accomplishment and progress using district goal achievement form and performance indicators evidence. Individual Board member documentation using district goal achievement form. Board consensus of goal accomplishment and progress using district goal achievement form. Board/Superintendent mid-term conference for feedback.
Summative Phase	• Individual Board member assessment using Evaluation Form. • Board consensus using Evaluation Form. • Final Board Superintendent Evaluation conference. • Observation of Superintendent skills. • Individual Board member documentation of skills using Evaluation Form. • Board consensus of skills using Evaluation Form. • Board/Superintendent conference for feedback regarding skills. • Board/Superintendent conference on four (4) performance focus areas. • Board provides feedback for improvements.	Superintendent documentation of goal accomplishment and progress using district goal achievement form and performance indicators evidence. Individual Board member assessment using district goal achievement form. Board consensus using district goal achievement form. Final Board/Superintendent Evaluation conference
Decision Making	Board adopts final superintendent evaluation report. Chairperson of the board signs and dates the report to acknowledge the board's action. The superintendent signs and dates the report to acknowledge receipt of it and not to concur with it.	

RATING DESCRIPTION

1. **Marginal Performance (areas need improvement)**
   - Performance generally does not meet minimal expectations.
   - Performance results are not acceptable and require immediate improvement.
2. **Meets Performance Expectations**
   - Performance generally meets all expectations.
   - The level of performance is acceptable and competent.
3. **Exceeds Performance Expectations**
   - Performance is exceptional and reflects a high degree of professionalism and accountability.
   - Performance consistently exceeds expectations.
4. **Not Applicable** or **To Soon To Rate**

THIS INSTRUMENT IS BEING COMPLETED FOR THE FOLLOWING PURPOSE:

☐ FORMATIVE (MID-YEAR) EVALUATION
☐ SUMMATIVE (FINAL) EVALUATION

A.	**Academic Performance**	1	2	3	4
1	Works with the Board to prepare long and short-term annual goals for the District.				
2	Annual progress toward all students on or above grade level in Reading (2010).				
3	Annual progress toward all students on or above grade level in Math (2010).				
4	Implementation and achievement of school/district improvement goals/activities.				
5	Encourages frequent staff review of multiple sources of student/school assessments/data (including disaggregated data) to identify student learning progress and student improvement needs.				
6	Reviews District and school data and data trends with the Board.				
7	Ensures that schools/councils utilize multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet the needs and support proficient student work.				
8	Ensures that all schools implement and monitor the non-negotiables.				
Composite Evaluation – Academic Performance					

Comments or suggestions: