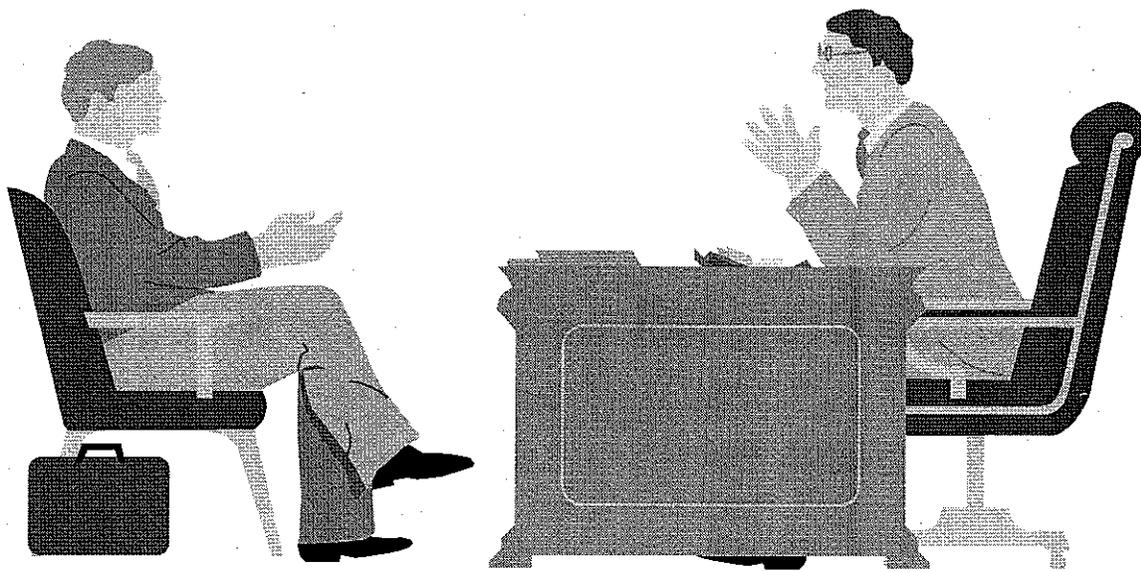


SIMPSON COUNTY SCHOOLS
"Kids Matter Most"



**PROFESSIONAL
GROWTH AND
EVALUATION OF
CERTIFIED
PERSONNEL PLAN
REVISED SPRING 2010**

**PROFESSIONAL GROWTH AND EVALUATION OF CERTIFIED
PERSONNEL PLAN
COMMITTEE MEMBERS**

Stacy Raymer	Franklin Elementary School Principal
Tammie Mann	Franklin Elementary School Primary Teacher
Joyce Pais	Simpson Elementary School Principal
Lisa Campbell	Simpson Elementary School Teacher
Mary Kay Tucker	Simpson Elementary School Teacher
April McNaughton	Lincoln Elementary School Principal
Shalee Mann	Lincoln Elementary School Teacher
Shelina Smith	Franklin-Simpson Middle School Principal
Joanna Begley-Lindsey	Franklin-Simpson Middle School Teacher
Patrick Vejr	Franklin-Simpson High School Principal
Sheena Hall	Franklin-Simpson High School Teacher
Gary Houchens	Simpson County Teacher Quality Coordinator
Adam Hatcher	Learning Opportunities Center Principal
Sebrena Clark	Franklin-Simpson Middle School Special Ed. Teacher

District Contact Person:

Dr. Gary Houchens
Teacher Quality Coordinator
Simpson County Board of Education
P. O. Box 467
Franklin, KY 42135-0467
(270) 586-8877

ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

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

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

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

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

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on May 13, 2010.

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

SECTION 1

Rationale

Overview

Data Collection Procedures

Training and Assistance

Internship/Professional Growth Processes Chart

Timelines for Non-Tenured Staff

Timelines for Tenured Staff

**Timelines for Administrators, Counselors, and Other
Certified Personnel**

**SIMPSON COUNTY SCHOOLS
PROFESSIONAL GROWTH AND EVALUATION OF CERTIFIED PERSONNEL
PLAN**

Rationale

Growth is an ongoing process and all certified personnel must have a growth plan. As professionals, we are dedicated to the growth of ourselves as well as our students. We believe that quality research-based instructional strategies result in a quality education for all students.

Overview

The redesign of the Kentucky Teacher Standards of quality teaching has allowed our school district to completely revamp our district certified evaluation plan. Our plan incorporates these standards as well as standards developed for administrators, guidance counselors, pre-school teachers and library specialists.

Our plan provides timelines for non-tenured staff, tenured staff, and administrators, counselors, and other certified personnel. Formative data collection is emphasized along with teacher self-reflection throughout the plan in order to use the process as a tool for individual professional growth and to support all summative evaluations. Minimum criteria for each professional standard are provided.

Our plan recognizes the fact that professional growth is an on-going process. This growth must be in alignment with the school/district comprehensive plans and professional development plans. Individual needs identified through the Summative Evaluation process should be written in the next individual professional growth plan.

Strong collaboration exists between and among the various programs our district has to offer. This collaboration allows for the ultimate in quality professional growth, thus allowing for quality instructional practices and student achievement.

Data Collection Procedures

The immediate supervisor shall be designated as the primary evaluator. *Informal observations* by the principal/evaluator are expected and encouraged. Informal observations do not require pre-notification. Principals/evaluators will provide feedback to the evaluatee after conducting informal observations. *Formal observations* are to be conducted during the growth process at the discretion of the principal/evaluator and the evaluatee based on data collection needs. The evaluatee must share lesson plans with the evaluator in a timely fashion when a formal observation is to be conducted. Evaluatees are expected to actively participate in this process by self-reflection and dialogue with their evaluator following the formal observation. Data collected by the evaluator must be shared with the person being evaluated in a post-observation conference within five (5) working days. Timelines found in this plan outline the frequency of formal observations. Multiple observations for tenured teachers will occur when a single observation is deemed unsatisfactory.

If requested by the employee, observations by another certified employee trained in the requesting employee's content area or by a curriculum content specialist shall be provided. The third party observer shall be determined through mutual agreement by the evaluator and the evaluatee, and the requesting employee must request this in writing by February 15 of the academic year in which the summative evaluation occurs.

A *professional growth portfolio* may be kept by each evaluatee with supporting documentation toward attainment of professional growth in areas that are not readily observable. The professional growth portfolio may contain sample lesson plans, units, bulletin board ideas, ideas for learning centers, professional development activities, membership information for any professional organizations, sample tests, copies of any correspondence, etc.

A *personnel file* shall be maintained on each evaluatee by the evaluator. This file may include informal observation notes, pre-observation forms, responses to informal and formal observations, growth plans, formative documents, summative documents, and any other relevant data. Any information placed in this file must be shared with the evaluatee.

Other data collection sources may include work samples, extra-curricular activity involvement, professional development activities, and any other evidence the evaluatee may exhibit.

The summative conference shall include all evaluation data gathered and is the appropriate time to develop the next year's professional growth plan.

Training and Assistance

Any staff members assigned to conduct evaluations on certified personnel must receive twelve hours of initial training as prescribed by Kentucky Department of Education (KDE) regulations followed by a minimum of twelve hours in training every two years. This training shall be approved by KDE for Effective Instructional Leadership Act hours and will be provided through professional trainers, district personnel, and/or the Kentucky Department of Education. The local district will encourage skill development in implementing this professional growth process and evaluation program through annual six-hour update training sessions.

INTERNSHIP/PROFESSIONAL GROWTH AND EVALUATION PROCESS

INTERN TEACHER	NEW and EXPERIENCED TEACHERS	
NON-TENURED	NON-TENURED	TENURED
Typically less than one (1) year experience	Typically one (1) to three (3) years experience	No less than four (4) years experience
<p>All certified employees shall be made aware of the criteria on which they are to be evaluated no later than thirty days from the first day of reporting for employment for each school year.</p>		
<p>FORMATIVE PHASE (data collection)</p>		
<p>Initial Conference and Pre-Conference(s) (prior to each observation) shall include:</p> <ol style="list-style-type: none"> 1. who observes 2. when observation are to occur 3. where observation will be conducted 4. unit of study/less plan 5. other exchange of information 	<p>Pre-conference(s) (prior to each observation) shall include:</p> <ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where observation will be conducted 4. unit of study/lesson plan 5. other exchange of information 	<p>Pre-conference(s) (prior to each observation) shall include:</p> <ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where observation will be conducted 4. unit of study/lesson plan 5. other exchange of information
<p><u>Formative Observations</u></p> <ol style="list-style-type: none"> 1. minimum of three (3) per year when results are satisfactory* 2. prior to each formative conference 3. use KTIP Form <p>*More observations may occur when results are unsatisfactory</p>	<p><u>Formative Observations</u></p> <ol style="list-style-type: none"> 1. minimum of two (2) per year when results are satisfactory* 2. prior to each formative conference <p>*More observations shall occur when results are unsatisfactory</p>	<p><u>Formative Observations</u></p> <ol style="list-style-type: none"> 1. minimum of one (1) every (3) three-year period when results are satisfactory* 2. prior to each formative conference <p>*More observations shall occur when results are unsatisfactory</p>
<p><u>Formative Conferences (post)</u></p> <ol style="list-style-type: none"> 1. minimum of three (3) per year* 2. intern/intern committee 3. conference with intern follows observation 4. open discussion of observation and feedback to teacher regarding performance/products 5. discuss/establish/revise individual professional growth plan/activities 6. written reports <p>*More conferences may occur when observation results are unsatisfactory</p>	<p><u>Formative Conferences (post)</u></p> <ol style="list-style-type: none"> 1. minimum of two (2) per year* 2. evaluatee self-reflection/evaluator feedback 3. within one (1) work-week following each observation 4. open discussion of observation and feedback to teacher regarding performance/products 5. discuss/establish/revise individual professional growth plan/activities <p>*More conferences shall occur when observation results are unsatisfactory</p>	<p><u>Formative Conferences (post)</u></p> <ol style="list-style-type: none"> 1. minimum of one (1) every (3) three-year period when results are satisfactory* 2. evaluatee self-reflection/evaluator feedback 3. within one (1) work-week following each observation 4. open discussion of observation and feedback to teacher regarding performance/products 5. discuss/establish/revise individual professional growth plan/activities <p>*More conferences shall occur when observation results are unsatisfactory</p>
<p>SUMMATIVE PHASE (decision-making)</p>		
<p><u>Summative Conference (post)</u></p> <ol style="list-style-type: none"> 1. discussion between intern and intern committee following KTIP guidelines 2. one time 3. includes all data collected 4. held at the end of the cycle 5. completed (written) report provided to the intern 6. establish/revise individual professional growth plan 	<p><u>Summative Conference (post)</u></p> <ol style="list-style-type: none"> 1. discussion between evaluatee and evaluator about evaluatee performance 2. once each year 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) evaluation report provided to person evaluated 6. establish/revise individual professional growth plan 	<p><u>Summative Conference (post)</u></p> <ol style="list-style-type: none"> 1. discussion between person evaluated and evaluator about evaluatee performance 2. minimum of once every (3) three-year period 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) evaluation report provided to person evaluated 6. establish/revise individual professional growth plan
<p><u>Summative Evaluation</u></p> <ol style="list-style-type: none"> 1. one time for successful interns 2. summary/conclusions from evaluation data 3. written report and decision reflects KTIP records 	<p><u>Summative Evaluation</u></p> <ol style="list-style-type: none"> 1. once each year 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report 	<p><u>Summative Evaluation</u></p> <ol style="list-style-type: none"> 1. minimum of one (1) every (3) three years 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report
<p>District teacher personnel files <i>shall contain:</i></p> <ol style="list-style-type: none"> 1. Summative evaluation (completed form) per teacher at the end of the evaluation cycle and copy of teacher internship record 2. Individual professional growth plan per teacher/per evaluation cycle (reviewed annually) 3. Intern records maintained according to KTIP 704 KAR 20:690 		
<p>*Local districts may require more observation/conferences/professional growth activities than stipulated in above table. Specific timelines are designated in the local district plan and teacher internship regulation.</p>		
<p>Procedures used for interns are stipulated by 16 KAR 7:010 (Kentucky Teacher Internship Program) and are for certification purposes only. However, interns are subject to the local district evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.557.</p>		

TIMELINES FOR NON-TENURED STAFF
(Followed Every Year)

By August 30

- People in charge of professional growth and evaluation will review the Professional Growth and Evaluation of Certified Personnel Plan with all certified evaluatees.
- For any certified person hired during the school year, the person in charge will explain the evaluation process and review documents with the new employee no later than the end of the first month of active duty. If evaluatee holds a position that requires more than one type of evaluation form, all forms must be identified and shared within thirty days of placement in that position or beginning of school term.

By November 30

- Evaluator meets with Evaluatee for Pre-Observation conference.
- First formative observation is conducted after using the Data Collection Summary/Conferencing Form.
- Evaluatee shall exercise self-reflection/self-evaluation to be discussed with evaluator prior to the formal post-observation conference.
- The post-observation conference must be conducted within five (5) days of the observation.
- The Professional Growth Plan is initiated or reviewed.
- The Professional Portfolio or other supporting documentation is initiated or reviewed.

By March 31

- Evaluator meets with Evaluatee for Pre-Observation conference.
- Second formative observation is conducted using the Data Collection Summary/Conferencing Form.
- Evaluatee shall exercise self-reflection/self-evaluation to share with evaluator prior to the post-observation conference.
- The post-observation conference must be conducted within five (5) days of the observation.
- The Professional Growth Plan is reviewed.
- The Professional Portfolio or other supporting documentation is reviewed.

By May 10

- The summative evaluation conference is conducted using the Summative Evaluation Form. Evaluatees are allowed to respond in writing on the Summative Evaluation Form.
- The Professional Growth Plan is reviewed and signed.

By May 30

- Evaluatees that will be rehired will initiate a new Professional Growth Plan for the upcoming year based upon information discussed during the summative evaluation.
- The evaluator sends the original copy of the Summative Evaluation Form to the District Personnel Director and keeps a copy on file at the school with the employee and in the employee's personnel file.
- The evaluator sends a copy of the Professional Growth Plan to the District Personnel Director, and provides a copy to the employee, and keeps the original copy in the employee's school personnel file.

TIMELINES FOR TENURED STAFF
(Followed in accordance with the school's Three-Year Schedule)

By August 30

- People in charge of professional growth and evaluation will review the Professional Growth and Evaluation of Certified Personnel Plan with all certified evaluates.
- For any certified person hired during the school year, the supervisor will explain the evaluation process and review documents with the new employee no later than the end of the first month of active duty. If evaluatee holds a position that requires more than one type of evaluation form, all forms must be identified and shared at that time.

By November 30

- The Professional Growth Plan is initiated or reviewed for ALL tenured employees.
- The Professional Portfolio or other supporting documentation is initiated or reviewed.

By March 31

- Evaluator meets with Evaluatee for Pre-Observation conference.
- Formative observation is conducted after using the Data Collection Summary/Conferencing Form.
- Evaluatee shall exercise self-reflection/self-evaluation to be discussed with evaluator prior to the formal post-observation conference.
- The post-observation conference must be conducted within five (5) days of the observation.
- The Professional Growth Plan is reviewed.
- The Professional Portfolio or other supporting documentation is reviewed.

By May 10

- The summative evaluation conference is conducted using the Summative Evaluation Form. Evaluatees are allowed to respond in writing on the Summative Evaluation Form.
- The Professional Growth Plan is reviewed and signed.

By May 30

- ALL tenured employees that will be returning will initiate a new Professional Growth Plan for the upcoming year based upon information discussed during either the summative evaluation or an end of year meeting with their Evaluator in years where a formal observation was not conducted.
- The evaluator sends the original copy of the Summative Evaluation Form in accordance with the school's three-year schedule, to the District Personnel office and keeps a copy on file at the school with the employee and in the employee's personnel file.
- The evaluator sends a copy of the Professional Growth Plan on ALL tenured employees to the District Personnel office, provides a copy to the employee, and keeps the original copy in the employee's school personnel file.

TIMELINES FOR ADMINISTRATORS, COUNSELORS, AND
OTHER CERTIFIED PERSONNEL
(Followed every year)

No later than thirty days
of reporting for work
each school year

- People in charge of professional growth and evaluations will review the Professional Growth and Evaluation of Certified Personnel plan with their evaluatees.
- For any certified person hired during the school year, the person in charge will review the process and documents with the new employee no later than the end of the first month of active duty. If evaluatee holds a position that requires more than one type of evaluation form, all forms must be identified and shared at that time.

By November 30

- ALL employees who are administrators, counselors, or other certified personnel shall meet with their evaluator to initiate or review their Professional Growth Plan.
- The Professional Portfolio is initiated or reviewed during .

By March 31

- Formative observation is conducted using the Data Collection Summary/Conferencing Form.
- Evaluatee shall exercise self-reflection/self-evaluation to be discussed with evaluator prior to the formal post-observation conference.
- The Professional Growth Plan is reviewed.
- The Professional Portfolio is reviewed.

By May 15

- The summative evaluation conference is conducted using the Summative Evaluation Form. Evaluatees are allowed to respond in writing on the Summative Evaluation Form.
- The Professional Growth Plan is reviewed and signed.

By May 30

- Evaluatees that will be rehired will initiate a new Professional Growth Plan for the upcoming year based upon information discussed during the summative evaluation.
- The evaluator sends the original copy of the Summative Evaluation Form to the District Personnel Director and keeps a copy on file at the school with the employee and in the employee's school/building personnel file.
- The evaluator sends a copy of the Professional Growth Plan to the District Personnel office, provides a copy to the employee, and keeps the original copy in the employee's school/building personnel file.

SECTION 2

Evaluation Standards and Performance Criteria for Teachers

**Evaluation Standards and Performance Criteria for IECE
Teachers**

**Evaluation Standards and Performance Criteria for School
Administrators**

**Evaluation Standards and Performance Criteria for Curriculum,
Assessment, and Instruction Specialists**

Evaluation Standards and Performance Criteria for Counselors

**Evaluation Standards and Performance Criteria for Library
Media Specialists**

**Evaluation Standards and Performance Criteria for Central
Office Staff**

Evaluation Standards and Performance Criteria for Teachers

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

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

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

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

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

STANDARD 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.
- 4.2 Implements instruction based on diverse student needs and assessment data.
- 4.3 Uses time effectively.
- 4.4 Uses space and materials effectively.
- 4.5 Implements and manages instruction in ways that facilitate higher order thinking.

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

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

STANDARD 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.
- 7.2 Uses data to reflect on and evaluate instructional practice.
- 7.3 Uses data to reflect on and identify areas for professional growth.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

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

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

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

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

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

STANDARD 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.
- 10.2 Develops a plan for engaging in leadership activities.
- 10.3 Implements a plan for engaging in leadership activities.
- 10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

STANDARD 11: EXHIBITS PROFESSIONAL RESPONSIBILITY

The teacher meets local school district job expectations and requirements in job description.

- 11.1 Follows proper channels to address issues and problems.
- 11.2 Meets assigned time frames as stipulated.
- 11.3 Serves on various school/district committees.
- 11.4 Follows school/district/BOE policies & procedures.
- 11.5 Performs other (out-of-class) duties and responsibilities consistent with job expectations.
- 11.6 Adheres to the state Professional Code of Ethics.
- 11.7 Demonstrates punctuality and good attendance for all duties.
- 11.8 Builds positive interpersonal relationships with students, educational staff, parents, and other community members.

Evaluation Standards and Performance Criteria for Interdisciplinary Early Childhood Education (IECE) Teachers

STANDARD 1: THE IECE EDUCATOR DESIGNS & PLANS INSTRUCTION

The IECE educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

- 1.1 Designs for all children developmentally appropriate, comprehensive curriculum, instruction, and learning outcomes aligned with program, school, district, state, and/or federal goals.
- 1.2 Includes assessments that target learning outcomes.
- 1.3 Individualizes curriculum, instruction plans, and assessment strategies for ALL children.
- 1.4 Plans developmentally appropriate and activity-based instruction.
- 1.5 Plans for the effective involvement of team members, including assistants, staff, and volunteers, across learning environments.
- 1.6 Includes knowledge and strategies of multiple disciplines.
- 1.7 Plans experiences and instruction based on family resources, priorities, and concerns.

STANDARD 2: THE IECE EDUCATOR CREATES & MAINTAINS ENVIRONMENT

The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

- 2.1 Maintains an emotionally and physically healthy and safe environment.
- 2.2 Creates and maintains consistent routines and schedules that engage children and maximize learning.
- 2.3 Facilitates smooth transitions for children between activities.
- 2.4 Creates and maintains individually appropriate, activity-based learning environments.
- 2.5 Adapts environments to support children with special needs and disabilities.
- 2.6 Creates and maintains culturally responsive environments to support all children and families.
- 2.7 Creates, evaluates, and selects technology, materials, and media to enhance the learning environment.
- 2.8 Uses appropriate, positive guidance techniques to foster children's self-regulation.
- 2.9 Designs antecedent and consequent conditions to foster child self-regulation and learning.
- 2.10 Facilitates mutual respect among peers through cooperative and independent learning activities.

STANDARD 3: THE IECE EDUCATOR IMPLEMENTS INSTRUCTION

The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool, and kindergarten children, including those with disabilities.

- 3.1 Implements developmentally appropriate, comprehensive curriculum and instruction aligned with program, school, district, and/or state goals.
- 3.2 Implements instructional strategies that meet the individual needs of each child.
- 3.3 Engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities.
- 3.4 Provides guidance, cues, and feedback to children to foster self-management and learning.
- 3.5 Implements culturally responsive learning experiences to support children and their families.
- 3.6 Implements and supports family-centered activities that reflect each family's resources, priorities, and concerns.
- 3.7 Involves team members in instructional activities.

STANDARD 4: THE IECE EDUCATOR ASSESSES & COMMUNICATES LEARNING RESULTS

The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, pre-schoolers, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.

- 4.1 Uses a systematic process to assess and record children's ongoing developmental progress.
- 4.2 Bases assessment strategies on developmentally appropriate learning outcomes and aligns strategies with the program curriculum and appropriate standards.
- 4.3 Plans and implements assessment strategies that are sensitive to the teaching and learning context, including families' cultures, and that address children's unique and/or special learning needs.
- 4.4 Plans and implements assessment strategies that invite active involvement of appropriate partners, including team members and children's families.
- 4.5 Accurately interprets the data and validity of assessment results and communicates results to appropriate partners, including families, in terms they easily understand.
- 4.6 Uses assessment results to design appropriate learning outcomes and to plan for future related services and instruction.

STANDARD 5: THE IECE EDUCATOR REFLECTS ON AND EVALUATES PROFESSIONAL PRACTICES

The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

- 5.1 Uses data to reflect on and evaluate children's learning.
- 5.2 Uses data to reflect on and evaluate instructional practice.
- 5.3 Uses data to identify areas for professional growth.
- 5.4 Analyzes the involvement and effectiveness of team members in instruction.

STANDARD 6: THE IECE EDUCATOR COLLABORATES WITH COLLEAGUES/FAMILIES/OTHERS

The IECE educator collaborates and consults with team members including colleagues, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

- 6.1 Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings.
- 6.2 Demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others.
- 6.3 Collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning.
- 6.4 Collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning, including IEP/IFSP development.
- 6.5 Collaborates with community members and agencies to provide resources to promote child development and learning.
- 6.6 Articulates individual outcomes and unique needs for each child to staff and volunteers.
- 6.7 Provides ongoing, constructive feedback to team members on professional practices.
- 6.8 Uses adult learning principles in collaboration with team members.

STANDARD 7: THE IECE EDUCATOR ENGAGES IN PROFESSIONAL DEVELOPMENT

The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.

- 7.1 Assesses his/her professional performance level relative to Kentucky's IECE Teacher Standards.
- 7.2 Identifies priority of own professional development needs.
- 7.3 Designs a plan to address professional growth needs for all priority areas.
- 7.4 Engages in ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research).
- 7.5 Shows evidence of professional growth resulting from the implementation of the plan.
- 7.6 Applies professional ethics, practice, and legal mandates in early childhood settings.

STANDARD 8: THE IECE EDUCATOR SUPPORTS FAMILIES

The IECE educator supports families through family-centered services that promote independence and self-determination.

- 8.1 Assists families in articulating resources, priorities, and concerns.
- 8.2 Individualizes interactions and activities that demonstrate sensitivity to characteristics of each child's family and community.
- 8.3 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).
- 8.4 Applies adult learning principles in family education activities.
- 8.5 Respects and provides on-going support for the family's preferred level of involvement in educational activities.

STANDARD 9: THE IECE EDUCATOR DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.

- 9.1 Uses multiple technology applications to support child learning.
- 9.2 Selects appropriate technology to enhance instruction.
- 9.3 Engages children in their use of technology to meet their learning needs and interests.
- 9.4 Uses technology to meet special needs of children.
- 9.5 Demonstrates ethical and legal use of technology disciplines.

STANDARD 10: THE IECE EDUCATOR PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

The IECE educator provides professional leadership within the school, community, and education profession to improve child learning and well-being.

- 10.1 Identifies leadership opportunities that enhance child learning and/or the professional environment of the school/community.
- 10.2 Develops a plan for engaging in leadership activities.
- 10.3 Implements a plan for engaging in leadership activities.
- 10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

STANDARD 11: THE IECE EDUCATOR EXHIBITS PROFESSIONAL RESPONSIBILITY

The IECE educator meets local school district job expectations and requirements in job description.

- 11.1 Follows proper channels to address issues and problems.
- 11.2 Meets assigned time frames as stipulated.
- 11.3 Serves on various school/district committees.
- 11.4 Follows school/district/BOE policies & procedures.
- 11.5 Performs other (out-of-class) duties and responsibilities consistent with job expectations.
- 11.6 Adheres to the state Professional Code of Ethics.
- 11.7 Demonstrates punctuality and good attendance for all duties.
- 11.8 Builds positive interpersonal relationships with students, educational staff, parents, and other community members.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR SCHOOL ADMINISTRATORS

STANDARD 1 -- Vision

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

The school administrator facilitates processes and engages in activities ensuring that:

- 1.1 Collaboratively develop and implement a shared vision and mission.
- 1.2 Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
- 1.3 Create and implement plans to achieve goals.
- 1.4 Promote continuous and sustainable improvement.
- 1.5 Monitor and evaluate progress and revise plans.

STANDARD 2 -- School Culture and Learning

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

The school administrator facilitates processes and engages in activities ensuring that:

- 2.1 Nurture and sustain a culture of collaboration, trust, learning, and high expectations.
- 2.2 Create a comprehensive, rigorous, and coherent curricular program.
- 2.3 Create a personalized and motivating learning environment for students.
- 2.4 Supervise instruction.
- 2.5 Develop assessment and accountability systems to monitor student progress.
- 2.6 Develop the instructional and leadership capacity of staff.
- 2.7 Maximize time spent on quality instruction.
- 2.8 Promote the use of the most effective and appropriate technologies to support teaching and learning.
- 2.9 Monitor and evaluate the impact of the instructional program.

STANDARD 3 -- Management

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

The school administrator facilitates processes and engages in activities ensuring that:

- 3.1 Monitor and evaluate the management and operational systems.
- 3.2 Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.
- 3.3 Promote and protect the welfare and safety of students and staff.
- 3.4 Develop the capacity for distributed leadership.
- 3.5 Ensure teacher and organizational time is focused to support quality instruction and student learning.

STANDARD 4 -- Collaboration

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

The school administrator facilitates processes and engages in activities ensuring that:

- 4.1 Collect and analyze data and information pertinent to the educational environment.
- 4.2 Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
- 4.3 Build and sustain positive relationships with families and caregivers.
- 4.4 Build and sustain productive relationships with community partners.

STANDARD 5 -- Integrity, Fairness, Ethics

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

The school administrator facilitates processes and engages in activities ensuring that:

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

STANDARD 6 -- Political, Economic, Legal

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

The school administrator facilitates processes and engages in activities ensuring that:

- 6.1 Advocate for children, families, and caregivers.
- 6.2 Act to influence local, district, state, and national decisions affecting student learning.
- 6.3 Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.
- 6.4 Prepares agenda and materials for both regularly scheduled and other necessary meetings.
- 6.5 Prepares reports in an organized and timely manner as stipulated by district/state policies.
- 6.6 Maintains regular/punctual attendance.
- 6.7 Recommends instructional/facility(ies) change(s) as needed.
- 6.8 Performs other assignments consistent with contract/job expectations.

STANDARD 7 -- Exhibits professional responsibility

An education leader meets local school district job expectations and requirements in job description.

The school administrator facilitates processes and engages in activities ensuring that:

- 7.1 Follows proper channels to address issues and problems.
- 7.2 Meets assigned time frames as stipulated.
- 7.3 Serves on various school/district committees.
- 7.4 Follows school/district/BOE policies & procedures.
- 7.5 Performs other duties and responsibilities consistent with job expectations.
- 7.6 Adheres to the state Professional Code of Ethics.
- 7.7 Demonstrates punctuality and good attendance for all duties.
- 7.8 Builds positive interpersonal relationships with students, educational staff, parents, and other community members

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR CURRICULUM, ASSESSMENT, AND INSTRUCTION (CIA) SPECIALISTS

STANDARD 1 -- Vision

A CIA Specialist assists the principal in promoting the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.

- 1.1 Collaboratively develop and implement a shared vision and mission.**
- 1.2 Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.**
- 1.3 Create and implement plans to achieve goals.**
- 1.4 Promote continuous and sustainable improvement.**
- 1.5 Monitor and evaluate progress and revise plans.**

STANDARD 2 -- School Culture

A CIA Specialist promotes the success of every student by assisting the principal in advocating, nurturing, and sustaining a school culture conducive to student learning and staff professional growth.

- 2.1 Nurture and sustain a culture of collaboration, trust, learning, and high expectations.**
- 2.2 Create a comprehensive, rigorous, and coherent curricular program.**
- 2.3 Create a personalized and motivating learning environment for students.**
- 2.4 Supervise instruction.**
- 2.5 Develop assessment and accountability systems to monitor student progress.**
- 2.6 Develop the instructional and leadership capacity of staff.**
- 2.7 Maximize time spent on quality instruction.**
- 2.8 Monitor and evaluate the impact of the instructional program.**

STANDARD 3 -- Curriculum, Instruction, & Assessment

A CIA Specialist promotes the success of every student by assisting the principal in establishing, advocating, nurturing, and sustain and curriculum, instruction, and assessment program conducive to high levels of student learning.

- 3.1 Effectively coordinates school-wide Gifted and Talented Education (GTE) program and assists teachers with effective delivery of GTE services at the classroom level.**
- 3.2 Effectively coordinates school-wide Response to Intervention services and assists teacher with effective implementation of interventions and progress monitoring.**
- 3.3 Effectively coordinates school-wide assessment program.**
- 3.4 Delivers direct training to teachers on district- and school-level instructional needs based on Comprehensive School and District Improvement Plans.**
- 3.5 Provides follow-up and technical assistance/consultation to teachers with emphasis on developmentally-appropriate classroom practices.**
- 3.6 Assists in curriculum and instructional alignment and implementation.**
- 3.7 Assists classroom teachers in implementing new teaching strategies and with formative, summative, interim-, and state-level assessment strategies and data review.**

STANDARD 4 –Collaboration

A CIA Specialist promotes the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

- 4.1 Collect and analyze data and information pertinent to the educational environment.
- 4.2 Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
- 4.3 Build and sustain positive relationships with families and caregivers.
- 4.4 Build and sustain productive relationships with community partners.

STANDARD 5 -- Integrity, Fairness, Ethics

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

The school administrator facilitates processes and engages in activities ensuring that:

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

STANDARD 6 -- Technology

A CIA Specialist assists teachers in their effort to use 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 Assists teachers in using available technology to design and plan instruction.
- 6.2 Assists teachers in using available technology to implement instruction that facilitates student learning.
- 6.3 Assists teachers with integrating student use of available technology into instruction.
- 6.4 Assists teachers in using technology to assess and communicate student learning.
- 6.5 Assists teachers with demonstrating the ethical and legal use of technology.

STANDARD 7 -- Exhibits professional responsibility

A CIA Specialist meets local school district job expectations and requirements in job description.

- 7.1 Follows proper channels to address issues and problems.
- 7.2 Meets assigned time frames as stipulated.
- 7.3 Serves on various school/district committees.
- 7.4 Follows school/district/BOE policies & procedures.
- 7.5 Performs other duties and responsibilities consistent with job expectations.
- 7.6 Adheres to the state Professional Code of Ethics.
- 7.7 Demonstrates punctuality and good attendance for all duties.
- 7.8 Builds positive interpersonal relationships with students, educational staff, parents, and other community members

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR COUNSELORS

STANDARD 1 -- Plans, Organizes and delivers guidance program

The counselor understands and knows how to:

- 1.1 Designs a counseling program to meet the needs of the school
- 1.2 Demonstrates positive interpersonal, caring, and nurturing relationships with students
- 1.3 Demonstrates positive interpersonal relationships with staff
- 1.4 Demonstrates positive interpersonal relationships with parents and guardians
- 1.5 Works with advisory council to establish goals for the guidance program
- 1.6 Ensures that the guidance program supports the CSIP

Standard 2: Supports schools academic goals

The counselor understands and knows how to:

- 2.1 Teaches school guidance units effectively
- 2.2 Develops materials and instructional strategies to meet students' needs and school goals
- 2.3 Supports teachers in implementation of effective instruction strategies
- 2.4 Evaluates the results of the curriculum's impact
- 2.5 Modify Encourages staff involvement in the guidance program

Standard 3: Individual/Small Group Counseling

The counselor understands and knows how to:

- 3.1 Provides a safe, confidential setting in which students present their needs and concerns
- 3.2 Responds to crisis, Intervenes in problem/conflict situations and conducts follow-up sessions
- 3.3 Communicates empathy and understanding
- 3.4 Utilizes a broad range of techniques and accepted theories appropriate to school counseling
- 3.5 Utilizes assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers)
- 3.6 Makes referrals to community agencies
- 3.7 Intervene in problem/conflict situations and conduct follow-up sessions.

STANDARD 4 -- Guides students and parents/guardians through the development of educational and career plans

The counselor understands and knows how to:

- 4.1 Works with families to help students establish goals and develop career plans at a level appropriate for their age
- 4.2 Interpret Uses assessments and interpretation of assessment data to guide establishment of goals
- 4.3 Guides implementation and usage of ILP's by students parents and teachers

Standard 5: System support

The counselor understands and knows how to:

- 5.1 Assists in administration of state and district assessments
- 5.2 Communicates with parents about assessment results
- 5.3 Assists in coordination of programs for special populations such as ESL, and students with disabilities
- 5.4 Monitors student progress and responds appropriately
- 5.5 Develops plans to assist in student transitions from school to school
- 5.6 Coordinates student records to ensure confidentiality

Standard 6: Establishes goals and uses data

The counselor understands and knows how to:

- 6.1 Develops career, personal social, academic goals, and goals designed to eliminate achievement gaps and gathers data to measure progress toward those goals
- 6.2 Uses data to make revisions to the guidance program
- 6.3 Reports to SBDM on goals and progress toward goals

Standard 7: Adheres to Professional Standards

The counselor understands and knows how to:

- 7.1 Adheres to professional codes of ethics of American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board
- 7.2 Adhere to federal/state laws and regulations related to education and child protection.
- 7.3 Is responsible for on-going professional development
- 7.4 Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
- 7.5 Is knowledgeable of the position statements of the American School Counselor Association
- 7.6 Uses a master calendar to plan activities throughout the year, and posts a weekly or monthly schedule
- 7.7 Identifies activities that would be in conflict with the primary role of the school counselor and advocates for the best practices of the profession

Standard 8: Supports teachers in classroom management and implementation of school wide expectations

The counselor understands and knows how to:

- 8.1 Works with school wide positive behavior support team to analyze discipline data
- 8.2 Works with Positive Behavior support team to develop universal strategies, targeted strategies, and intensive strategies to deal with student behavioral issues
- 8.3 Meets with teachers to discuss classroom management strategies
- 8.4 Models effective classroom management techniques for teachers

Standard 9: Engages in annual program review

The counselor understands and knows how to:

- 9.1 Establishes process to evaluate needs of the counseling program
- 9.2 Shares results of program review with the school principal and SBDM
- 9.3 Uses information from the annual review to make revisions to the guidance program

Standard 10: Demonstrates Implementation of Technology

The counselor understands and knows how to:

- 10.1 Uses technology to gather and analyze data
- 10.2 Demonstrates knowledge of student information system and uses it effectively in carrying out job responsibilities
- 10.3 Uses technology to enhance classroom guidance activities
- 10.4 Supports teachers in the use of student information system

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR LIBRARY MEDIA SPECIALISTS

Standard 1: Demonstrates Proficiency in the Management and Administration of the Library Media Center

The Library Media Specialist understands and knows how to:

- 1.1 Plans long-range goals of the library media center program with faculty, administration, and students.
- 1.2 Plans the budget with the administration, school-based councils, and/or advisory committees based on the needs and objectives of the library media center program.
- 1.3 Administers the budget according to the goals and objectives of the program.
- 1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.
- 1.5 Develops library media center policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.
- 1.6 Administers a library media program that utilizes flexible access.
- 1.7 Develops plans for maintaining a technologically current facility and program.
- 1.8 Organizes, classifies, and catalogs library materials, following nationally recognized professional standards such as Anglo American Cataloging Rules (AACR2), latest edition Dewey or Library of Congress, and/or MARC format.
- 1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.
- 1.10 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis - identifying strengths and weaknesses.
- 1.11 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.
- 1.12 Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.
- 1.13 Is responsible for the proper use of the facility, materials, and equipment.
- 1.14 May plan and/or participate in special projects or proposals, e.g. book fairs.
- 1.15 Trains and supervises library media center clerical staff, volunteers, and student helpers.

Standard 2: Provides Exemplary Resources through Collection Development

The Library Media Specialist understands and knows how to:

- 2.1 Follows the district approved selection policy which includes a procedure for the reconsideration of materials.
- 2.2 Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.
- 2.3 Chooses materials using selection tools, bibliographies, periodical reviews, workshop, and professional judgment recommendations.
- 2.4 Maintains a professional collection.
- 2.5 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy.
- 2.6 Keeps a card or automated catalog current.
- 2.7 Maintains statistical records and shelf-list needed to verify collection of the library media center holdings.
- 2.8 Makes general repairs, weeds collection, and takes annual inventory.

Standard 3: Provides Effective Library Media Services

The Library Media Specialist understands and knows how to:

- 3.1 Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.
- 3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.
- 3.3 Participates as a member of the instructional team's) in curriculum development projects and plans regularly with teachers.
- 3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.
- 3.5 Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.
- 3.6 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and electronic materials.
- 3.7 Assists faculty in the selection of materials to supplement instruction.
- 3.8 Establishes positive rapport with staff and students.
- 3.9 Makes the library media center and its resources accessible to students and faculty.
- 3.10 Provides orientation for new faculty and students.
- 3.11 Maintains effective communications with staff and students, e.g. informs faculty and students of new acquisitions and services.
- 3.12 Facilitates the circulation of materials among schools in the district or with other agencies.
- 3.13 Is available as a personal resource for all students and faculty.
- 3.14 Provides the resources and promotes recreational reading for the school community.

Standard 4: Enables students to become effective Information Users

The Library Media Specialist understands and knows how to:

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

Standard 5: Demonstrates Implementation of Technology

The Library Media Specialist understands and knows how to:

- 5.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 5.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 5.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 5.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections/installations.
- 5.5 Maintains Creates multimedia presentations using scanners, digital cameras, and video cameras.

- 5.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 5.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 5.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 5.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 5.10 Practices equitable and legal use of computers and technology in professional activities.
- 5.11 Facilitates the lifelong learning of self and others through the use of technology.
- 5.12 Explores, uses, and evaluates technology resources (software, applications, related documentation, etc.).
- 5.13 Applies research-based instructional practices that use computers and other technology.
- 5.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 5.15 Uses technology to support multiple assessments of student learning.
- 5.16 Instructs and supervises students in the ethical and legal use of technology.

Standard 6: Exhibits Professional Responsibility

The Library Media Specialist understands and knows how to:

- 6.1 Follows proper channels to address issues and problems.
- 6.2 Meets assigned timeframes as stipulated.
- 6.3 Serves on various school/district committees.
- 6.4 Follows school/district/BOE policies & procedures.
- 6.5 Performs other (out-of-class) duties and responsibilities consistent with job expectations.
- 6.6 Adheres to state Professional Code of Ethics.
- 6.7 Demonstrates punctuality and good attendance for all duties.
- 6.8 Builds positive interpersonal relationships with students, educational staff, parents, and others.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR CENTRAL OFFICE STAFF

Standard 1: Organizes Use of Facility/Resources

Develops (with assistance from staff and school councils) strategic and systemic plans for organizing use(s) of facility(ies), materials, and human resources in order to maximize teaching/learning.

- 1.1 Uses federal, district, state, and/or school council policies/guidelines (and staff input) when developing operational, instructional, and administrative plans/procedures.
- 1.2 Collaborates with staff to develop safe practices for curricular/extra-curricular activities.
- 1.3 Promotes a clean, healthy environment by providing personnel and students with plan/practices to follow.
- 1.4 Maintains and supervises schedules of duties, including appropriate timeframes, for all assigned certified/classified personnel.
- 1.5 Maintains and supervises budgets for all organizational functions/activities by involving appropriate personnel.
- 1.6 Maintains a recordkeeping system for operational and organizational functions/activities that is effective/efficient and in compliance with local, state, and/or federal regulations/policies.
- 1.7 Utilizes technologies when developing/organizing/revising plans, schedules, procedures, and recordkeeping.
- 1.8 Develops personal schedules of duties, including appropriate timeframes, throughout calendar year.
- 1.9 Provides opportunities that encourage collaboration among others in the use of resources.

Standard 2: Manages Use of Facility/Resources

Implements operational and organizational plans, policies, procedures, and schedules effectively and efficiently to maximize organizational operations and to provide accountability.

- 2.1 Follows school council/district procedures to assure the proper implementation of operational and organizational plans/schedules.
- 2.2 Maintains a fiscal recordkeeping process that is accurate, current, for all organizational functions.
- 2.3 Monitors activities and procedures used by certified/classified staff to maintain a clean, healthy, and safe environment.
- 2.4 Evaluates (with appropriate staff and/or school council) effectiveness of operational/organizational plans and procedures.
- 2.5 Solicits input from others when developing and revising operational/organizational plans and procedures.
- 2.6 Evaluates/monitors/revises schedules and duties of classified personnel, certified personnel, and self to meet the needs of students and to improve instruction as established by the district.
- 2.7 Assists staff in prioritizing assignments/responsibilities.
- 2.8 Negotiates (with appropriate staff) realistic timeframes for completion of assignments/duties.
- 2.9 Maintains accurate and thorough district/school records (e.g., staff and student punctuality, attendance, performances).
- 2.10 Monitors programs, facility(ies), and operation(s) and recommends improvements.
- 2.11 Implements policies set by school council/district.

Standard 3: Communicates Effectively

Demonstrates effective interpersonal skills in communicating with students, teachers, colleagues, parents, and others.

- 3.1 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions.
- 3.2 Speaks so others can understand.
- 3.3 Uses correct grammar and pronunciations.
- 3.4 Writes letters, reports, etc., in a timely, clear, and effective manner.

- 3.5 Provides open lines of communication with others.
- 3.6 Communicates through appropriate/designated channels.
- 3.7 Employs conflict-resolution procedures.
- 3.8 Shares student expectations and progress with others (e.g., parents, students, personnel, community members).
- 3.9 Selects the appropriate media source(s)/technologies to publicize students' achievements, personnel achievements, school/district activities planned, etc.
- 3.10 Conducts meetings and conveys essential information in an open manner.
- 3.11 Solicits input from community members, students, colleagues, etc., about organizational operations.
- 3.12 Acts and reacts in a positive, constructive, and mutually respectful manner when dealing with others.
- 3.13 Communicates expectations for the organization and staff in compliance with school council or district policy.
- 3.14 Demonstrates trustworthiness in all communications.
- 3.15 Represents the school/district in the community.

Standard 4: Serves as an Instructional Leader

Shares district and school council vision, mission, goals, and objectives, and assumes responsibility for coordinating the educational activities to accomplish them.

- 4.1 Prepares/coordinates the development of curriculum, projects, reports, goals, and plans that reflect district/state and school council goals and objectives.
- 4.2 Analyzes and shares the results of student progress toward meeting academic expectations, district and/or school council goals.
- 4.3 Promotes and assists in implementing instructional activities to increase student performance/achievement.
- 4.4 Implements district evaluation/professional growth plan for instructional/organizational improvements.
- 4.5 Incorporates a system of regular curriculum analysis and works with the school council or district to make revisions based upon assessments and student, teacher, parents, and community needs/input.
- 4.6 Coordinates the implementation of instructional strategies and practices that accommodate the needs of all students.
- 4.7 Collaborates with others (students, teachers, school administrators, parents, others) to support the delivery of a performance-based curriculum with "real-life" application.
- 4.8 Models effective teaching and leadership techniques when conducting meetings/presentations.
- 4.9 Provides direction for and assistance with curriculum integration activities/curriculum alignment.
- 4.10 Applies school council or district disciplinary policies and procedures in a fair, consistent, and constructive manner.
- 4.11 Involves others (parents, community members, and students) in all aspects of curriculum changes/improvement/implementation.
- 4.12 Facilitates the development of school vision/mission/goals.
- 4.13 Facilitates the development of school improvement plan/consolidated plan.
- 4.14 Collaborates with employers, community resources, parents, and postsecondary school personnel to provide a system of successful transition to work, to postsecondary education, or to the military.

Standard 5: Exhibits Professionalism

Seeks and completes professional growth opportunities/activities for self and staff to improve instruction with school council approval as appropriate.

- 5.1 Upholds and models Kentucky's School Personnel Code of Ethics.
- 5.2 Uses a variety of sources to evaluate self and to identify needs/managerial improvement.
- 5.3 Develops/reviews a professional growth plan congruent with school/district/KERA goals and missions.
- 5.4 Reviews professional development growth plan annually and revises plan as needs/goals change or as evaluation warrants.
- 5.5 Participates in focused professional development activities (continuing education, workshops, seminars, etc.).

- 5.6 Keeps abreast of current research/theories/practices in educational administration for instructional improvement purposes.
- 5.7 Shares educational materials, information, ideas with colleagues.
- 5.8 Strives to improve leadership, administration, and instruction on a consistent basis.
- 5.9 Maintains appropriate confidentiality regarding students' behaviors and performances, employee evaluations, professional growth plans, etc.
- 5.10 Supports staff in identifying needs, scheduling time, and securing resources for their professional growth activities.
- 5.11 Maintains certification/requirements for personnel evaluator and effective instructional leadership program.
- 5.12 Demonstrates a respect for people of all groups (gender, race, religion, etc.).

Standard 6: Meets Job Expectations

Meets local school district expectations and requirements of job description.

- 6.1 Implements/follows district policies and procedures.
- 6.2 Adheres to district expectations/criteria outlined in job description of assigned duties.
- 6.3 Serves as an active participant on school/district committees/councils.
- 6.4 Prepares agenda and materials for both regularly scheduled and other necessary meetings.
- 6.5 Prepares reports in an organized and timely manner as stipulated by district/state policies.
- 6.6 Maintains regular/punctual attendance.
- 6.7 Recommends instructional/facility(ies) change(s) as needed.
- 6.8 Performs other assignments consistent with contract/job expectations.

Standard 7: Demonstrates Implementation of Technology

Uses technology to support instruction, access and manipulate data, enhance professional growth and productivity, communicate and collaborate with colleagues, parents, and the community, and conducts research.

- 7.1 Operates a multimedia computer and peripherals to install and use a variety of software
- 7.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 7.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 7.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 7.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 7.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 7.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 7.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 7.9 Designs lessons that use technology to address diverse students' needs and learning styles.
- 7.10 Practices equitable and legal use of computers and technology in professional activities.
- 7.11 Facilitates the lifelong learning of self and others through the use of technology.
- 7.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 7.13 Applies research-based instructional practices that use computers and other technology.
- 7.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 7.15 Uses technology to support multiple assessments of student learning.
- 7.16 Instructs and supervises students in the ethical and legal use of technology.

SECTION 3

Teacher Data Collection Summary/Conferencing Form
Teacher Observation Self-Reflection Form
Teacher Summative Evaluation Form
Professional Enrichment/Corrective Growth Plan Form

IECE Teacher Data Collection Summary/Conferencing Form
IECE Teacher Observation Self-Reflection Form
IECE Teacher Summative Evaluation Form
IECE Professional Enrichment/Corrective Growth Plan Form

School Administrator Data Collection Summary/Conferencing Form
School Administrator Observation Self-Reflection Form
School Administrator Summative Evaluation Form
Professional Enrichment/Corrective Growth Plan Form

Curriculum, Instruction, and Assessment (CIA) Specialist Data Collection Summary/Conferencing Form
CIA Observation Self-Reflection Form
CIA Professional Enrichment/Corrective Growth Plan Form

Counselor Data Collection Summary/Conferencing Form
Counselor Summative Evaluation Form
Counselor Observation Self-Reflection Form
Counselor Professional Enrichment/Corrective Growth Plan Form

Library Media Specialist Data Collection Summary/Conferencing Form
Library Media Specialist Summative Evaluation Form
Library Media Specialist Observation Self-Reflection Form
Library Media Specialist Professional Enrichment/Corrective Growth Plan Form

Central Office Staff Data Collection Summary/Conferencing Form
Central Office Staff Summative Evaluation Form
Central Office Staff Observation Self-Reflection Form
Central Office Staff Professional Enrichment/Corrective Growth Plan Form

SIMPSON COUNTY SCHOOLS

**TEACHER DATA COLLECTION SUMMARY AND
CONFERRING FORM**

NAME OF TEACHER	GRADE(S) OR CONTENT AREA(S)	SCHOOL YEAR
NAME OF SCHOOL	NAME OF EVALUATOR	POSITION

STANDARD 1 -- 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.

HOLISTIC SCORING OF STANDARD 1	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D	Does Not Apply NA			
1.1	Communicates concepts, processes, and knowledge.			E	M	G	D	NA
1.2	Connects content to life experiences of student.			E	M	G	D	NA
1.3	Demonstrates instructional strategies that are appropriate for content and contribute to student learning.			E	M	G	D	NA
1.4	Guides students to understand content from various perspectives.			E	M	G	D	NA
1.5	Identifies and addresses students' misconceptions of content.			E	M	G	D	NA

NOTES ON STANDARD 1

STANDARD 2 -- Designs and Plans Instruction

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

HOLISTIC SCORING OF STANDARD 2	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D	Does Not Apply NA			
2.1	Develops significant objectives aligned with standards.			E	M	G	D	NA
2.2	Uses contextual data to design instruction relevant to students.			E	M	G	D	NA
2.3	Plans assessments to guide instruction and measure learning objectives.			E	M	G	D	NA
2.4	Plans instructional strategies and activities that address learning objectives for all students.			E	M	G	D	NA
2.5	Plans instructional strategies and activities that facilitate multiple levels of learning.			E	M	G	D	NA

NOTES ON STANDARD 2

STANDARD 3 -- Creates and Maintains Learning Climate

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

HOLISTIC SCORING OF STANDARD 3	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D	Does Not Apply NA			
3.1	Communicates high expectations.			E	M	G	D	NA
3.2	Establishes a positive learning environment.			E	M	G	D	NA
3.3	Values and supports student diversity and addresses individual needs.			E	M	G	D	NA
3.4	Fosters mutual respect between teacher and students and among students.			E	M	G	D	NA
3.5	Provides a safe environment for learning.			E	M	G	D	NA

NOTES ON STANDARD 3

STANDARD 4 -- Implements/Manages Instruction

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

HOLISTIC SCORING OF STANDARD 4	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D		Does Not Apply NA		
				E	M	G	D	NA
4.1	Uses a variety of instructional strategies that align with learning objectives & actively engage students.			E	M	G	D	NA
4.2	Implements instruction based on diverse student needs and assessment data.			E	M	G	D	NA
4.3	Uses time effectively.			E	M	G	D	NA
4.4	Uses space and materials effectively.			E	M	G	D	NA
4.5	Implements and manages instruction in ways that facilitate higher order thinking.			E	M	G	D	NA

NOTES ON STANDARD 4

STANDARD 5 -- Assesses/Communicates Learning Results

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

HOLISTIC SCORING OF STANDARD 5	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D		Does Not Apply NA		
				E	M	G	D	NA
5.1	Uses preassessments.			E	M	G	D	NA
5.2	Uses formative assessments.			E	M	G	D	NA
5.3	Uses summative assessments.			E	M	G	D	NA
5.4	Describes, analyzes, and evaluates student performance data.			E	M	G	D	NA
5.5	Communicates learning results to students and parents.			E	M	G	D	NA
5.6	Allows opportunity for student self-assessment.			E	M	G	D	NA

NOTES ON STANDARD 5

STANDARD 6 -- Demonstrates Implementation of Technology

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

HOLISTIC SCORING OF STANDARD 6	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D		Does Not Apply NA		
				E	M	G	D	NA
6.1	Uses available technology to design and plan instruction.			E	M	G	D	NA
6.2	Uses available technology to implement instruction that facilitates student learning.			E	M	G	D	NA
6.3	Integrates student use of available technology into instruction.			E	M	G	D	NA
6.4	Uses available technology to assess and communicate student learning.			E	M	G	D	NA
6.5	Demonstrates ethical and legal use of technology.			E	M	G	D	NA

NOTES ON STANDARD 6

STANDARD 7 -- Reflects/Evaluates Teaching/Learning

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

HOLISTIC SCORING OF STANDARD 7		Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D	Does Not Apply NA			
7.1	Uses data to reflect on and evaluate student learning.				E	M	G	D	NA
7.2	Uses data to reflect on and evaluate instructional practice.				E	M	G	D	NA
7.3	Uses data to reflect on and identify areas for professional growth.				E	M	G	D	NA

NOTES ON STANDARD 7

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.

HOLISTIC SCORING OF STANDARD 8		Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D	Does Not Apply NA			
8.1	Identifies students whose learning could be enhanced by collaboration.				E	M	G	D	NA
8.2	Designs a plan to enhance student learning that includes all parties in the collaborative effort.				E	M	G	D	NA
8.3	Implements planned activities that enhance student learning and engage all parties.				E	M	G	D	NA
8.4	Analyzes data to evaluate the outcomes of collaborative efforts.				E	M	G	D	NA

NOTES ON STANDARD 8

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.

HOLISTIC SCORING OF STANDARD 9		Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D	Does Not Apply NA			
9.1	Self-assesses performance relative to Kentucky's Teacher Standards.				E	M	G	D	NA
9.2	Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.				E	M	G	D	NA
9.3	Designs a professional growth plan that addresses identified priorities.				E	M	G	D	NA
9.4	Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.				E	M	G	D	NA

NOTES ON STANDARD 9

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.

HOLISTIC SCORING OF STANDARD 10	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard		Does Not Apply NA		
				D		D	D	NA
10.1	Identifies leadership opportunities that enhance student learning and/or professional environment of the school.			E	M	G	D	NA
10.2	Develops a plan for engaging in leadership activities.			E	M	G	D	NA
10.3	Implements a plan for engaging in leadership activities.			E	M	G	D	NA
10.4	Analyzes data to evaluate the results of planned and executed leadership efforts.			E	M	G	D	NA

NOTES ON STANDARD 10

STANDARD 11 -- Exhibits professional responsibility

The teacher meets local school district job expectations and requirements in job description.

HOLISTIC SCORING OF STANDARD 11	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard		Does Not Apply NA		
				D		D	D	NA
11.1	Follows proper channels to address issues and problems.			E	M	G	D	NA
11.2	Meets assigned time frames as stipulated.			E	M	G	D	NA
11.3	Serves on various school/district committees.			E	M	G	D	NA
11.4	Follows school/district/BOE policies & procedures.			E	M	G	D	NA
11.5	Performs other (out-of-class) duties and responsibilities consistent with job expectations.			E	M	G	D	NA
11.6	Adheres to the state Professional Code of Ethics.			E	M	G	D	NA
11.7	Demonstrates punctuality and good attendance for all duties.			E	M	G	D	NA
11.8	Builds positive interpersonal relationships with students, educational staff, parents, and other community members.			E	M	G	D	NA

If one or more standards are marked holistically as "DOES NOT MEET," or if two or more standards are marked holistically as "GROWTH NEEDED," the principal and teacher shall develop a Corrective Action Plan to address each standard which has not been holistically met. If only one standard is marked as "GROWTH NEEDED," the teacher shall revise his/her Professional Growth Plan to reflect the need for improvement in this area. Any teacher with all standards marked holistically as "MEETS" is encouraged to incorporate one or more benchmarks marked lower than "MEETS" into his/her next Professional Growth Plan.

TEACHER COMMENTS

EVALUATOR COMMENTS

TEACHER SIGNATURE

EVALUATOR SIGNATURE

DATE OF OBSERVATION

TIME OF OBSERVATION

DATE OF CONFERENCE

TIME OF CONFERENCE

Teacher signature denotes discussion and receipt of this document, but does not necessarily mean agreement with the information contained within. The original document shall be maintained in the teacher's work location personnel file, and a copy shall be provided to the teacher.

NAME OF TEACHER		GRADE(S) OR CONTENT AREA(S)	SCHOOL YEAR
NAME OF SCHOOL		NAME OF EVALUATOR	POSITION
STANDARD 1 -- Demonstrates Applied Content Knowledge			
<i>The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.</i>			
1.1	Communicates concepts, processes, and knowledge.		
1.2	Connects content to life experiences of student.		
1.3	Demonstrates instructional strategies that are appropriate for content and contribute to student learning.		
1.4	Guides students to understand content from various perspectives.		
1.5	Identifies and addresses students' misconceptions of content.		
NOTES ON STANDARD 1			
STANDARD 2 -- Designs and Plans Instruction			
<i>The teacher designs/plans instruction and develops student abilities to use communication skills, apply core concepts, become self-sufficient</i>			
2.1	Develops significant objectives aligned with standards.		
2.2	Uses contextual data to design instruction relevant to students.		
2.3	Plans assessments to guide instruction and measure learning objectives.		
2.4	Plans instructional strategies and activities that address learning objectives for all students.		
2.5	Plans instructional strategies and activities that facilitate multiple levels of learning.		
NOTES ON STANDARD 2			
STANDARD 3 -- Creates and Maintains Learning Climate			
<i>The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>			
3.1	Communicates high expectations.		
3.2	Establishes a positive learning environment.		
3.3	Values and supports student diversity and addresses individual needs.		
3.4	Fosters mutual respect between teacher and students and among students.		
3.5	Provides a safe environment for learning.		
NOTES ON STANDARD 3			

STANDARD 4 -- Implements/Manages Instruction

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become selfsufficient 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 & actively engage students.
- 4.2 Implements instruction based on diverse student needs and assessment data.
- 4.3 Uses time effectively.
- 4.4 Uses space and materials effectively.
- 4.5 Implements and manages instruction in ways that facilitate higher order thinking.

NOTES ON STANDARD 4

STANDARD 5 -- Assesses/Communicates Learning Results

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

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

NOTES ON STANDARD 5

STANDARD 6 -- Demonstrates Implementation of Technology

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

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

NOTES ON STANDARD 6

STANDARD 7 -- Reflects/Evaluates Teaching/Learning

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

- 7.1 Uses data to reflect on and evaluate student learning.
- 7.2 Uses data to reflect on and evaluate instructional practice.
- 7.3 Uses data to reflect on and identify areas for professional growth.

NOTES ON STANDARD 7

STANDARD 8 -- Collaborates with Colleagues/Parents/Others

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

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

NOTES ON STANDARD 8

STANDARD 9 -- Evaluates Teaching and Implements Professional Development

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

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

NOTES ON STANDARD 9

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.
- 10.2 Develops a plan for engaging in leadership activities.
- 10.3 Implements a plan for engaging in leadership activities.
- 10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

NOTES ON STANDARD 10

STANDARD 11 -- Exhibits professional responsibility

The teacher meets local school district job expectations and requirements in job description.

- | | |
|------|---|
| 11.1 | Follows proper channels to address issues and problems. |
| 11.2 | Meets assigned time frames as stipulated. |
| 11.3 | Serves on various school/district committees. |
| 11.4 | Follows school/district/BOE policies & procedures. |
| 11.5 | Performs other (out-of-class) duties and responsibilities consistent with job expectations. |
| 11.6 | Adheres to the state Professional Code of Ethics. |
| 11.7 | Demonstrates punctuality and good attendance for all duties. |
| 11.8 | Builds positive interpersonal relationships with students, educational staff, parents, and other community members. |

GENERAL SELF-REFLECTIVE COMMENTS BY TEACHER

EVALUATOR COMMENTS ON TEACHER SELF-REFLECTION

TEACHER SIGNATURE

EVALUATOR SIGNATURE

DATE OF OBSERVATION

TIME OF OBSERVATION

DATE OF CONFERENCE

TIME OF CONFERENCE

Professional Growth Plan Directions with Teacher Standards

Instructions for Completing the Individual Growth Plan

This plan is to be completed by the employee with assistance from the immediate supervisor completing the evaluation within thirty days of employment (new employees) or after the summative evaluation conference (returning employees). Supervisors are also encouraged to check with employees during the year to assess mid-term progress toward goals.

1. Alignment with School Improvement Initiatives - The professional growth plan should align with the Comprehensive District and/or School Improvement Plan or other evaluation data. Determine the reason for or the identified need for developing the plan.

2. Standards - Choose one of the appropriate standards.

3. Performance Criteria - Identify performance criteria. Performance Criteria are listed under each standard on the formative evaluation form.

4. Growth Objective(s) Goal(s) - Identify the specific goal(s) or objective(s) you plan to develop. It is appropriate to review your evaluation for any identified professional growth needs. The goal(s) should be **SMART**.

Strategic, Measurable, Aligned to student learning needs, Results driven, and Time Significant

Examples:

1. By the end of the first quarter, I will be able to show how the results of two formative assessments enabled me to adjust instruction so that my students achieved at higher levels.
2. In each unit plan that I develop, I will incorporate the use of the interactive board at least once as a formative assessment tool and at least once as a tool to extend classroom learning.

5. Present Professional Development Stage - Select one which matches your personal stage of growth:

Orientation/Awareness - Practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program.

Preparation/Application - Practitioners develop the skills and processes to begin program implementation.

Implementation/Management - Practitioners learn to master the required tasks for implementation of the program in their workplace.

Refinement/Impact - Practitioners vary the use of practices to achieve maximum impact on student achievement.

6. Date Plan was Developed

7. Date Plan was Reviewed and/or Completed

=====

Choose appropriate standards for growth from personal self-reflection or summative evaluation conference.

STANDARD 1 -- Demonstrates Applied Content Knowledge

STANDARD 2 -- Designs and Plans Instruction

STANDARD 3 -- Creates and Maintains Learning Climate

STANDARD 4 -- Implements/Manages Instruction

STANDARD 5 -- Assesses/Communicates Learning Results

STANDARD 6 -- Demonstrates Implementation of Technology

STANDARD 7 -- Reflects/Evaluates Teaching/Learning

STANDARD 8 -- Collaborates with Colleagues/Parents/Others

STANDARD 9 -- Evaluates Teaching and Implements Professional Development

STANDARD 10 -- Provides Leadership within School/Community/Profession

STANDARD 11 -- Exhibits professional responsibility

SIMPSON COUNTY SCHOOLS		SCHOOL ADMINISTRATOR DATA COLLECTION SUMMARY AND CONFERENCING FORM						
NAME OF ADMINISTRATOR		WORK LOCATION			SCHOOL YEAR			
NAME OF SCHOOL		NAME OF EVALUATOR			POSITION			
STANDARD 1 -- Vision								
<i>An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.</i>								
HOLISTIC SCORING OF STANDARD 1	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D	Does Not Apply NA			
Performances – The administrator facilitates processes and engages in activities ensuring that:								
1.1	Collaboratively develop and implement a shared vision and mission.			E	M	G	D	NA
1.2	Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.			E	M	G	D	NA
1.3	Create and implement plans to achieve goals.			E	M	G	D	NA
1.4	Promote continuous and sustainable improvement.			E	M	G	D	NA
1.5	Monitor and evaluate progress and revise plans.			E	M	G	D	NA
NOTES ON STANDARD 1								
STANDARD 2 -- School Culture and Learning								
<i>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.</i>								
HOLISTIC SCORING OF STANDARD 2	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D	Does Not Apply NA			
Performances – The administrator facilitates processes and engages in activities ensuring that:								
2.1	Nurture and sustain a culture of collaboration, trust, learning, and high expectations.			E	M	G	D	NA
2.2	Create a comprehensive, rigorous, and coherent curricular program.			E	M	G	D	NA
2.3	Create a personalized and motivating learning environment for students.			E	M	G	D	NA
2.4	Supervise instruction.			E	M	G	D	NA
2.5	Develop assessment and accountability systems to monitor student progress.			E	M	G	D	NA
2.6	Develop the instructional and leadership capacity of staff.			E	M	G	D	NA
2.7	Maximize time spent on quality instruction.			E	M	G	D	NA
2.8	Promote the use of the most effective and appropriate technologies to support teaching and			E	M	G	D	NA
2.9	Monitor and evaluate the impact of the instructional program.			E	M	G	D	NA
NOTES ON STANDARD 2								

STANDARD 3 -- Management									
<i>An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</i>									
HOLISTIC SCORING OF STANDARD 3	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D	Does Not Apply NA				
Performances – The administrator facilitates processes and engages in activities ensuring that:									
3.1	Monitor and evaluate the management and operational systems.			E	M	G	D	NA	
3.2	Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.			E	M	G	D	NA	
3.3	Promote and protect the welfare and safety of students and staff.			E	M	G	D	NA	
3.4	Develop the capacity for distributed leadership.			E	M	G	D	NA	
3.5	Ensure teacher and organizational time is focused to support quality instruction and student learning.			E	M	G	D	NA	
NOTES ON STANDARD 3									
STANDARD 4 --Collaboration									
<i>An education leader promotes the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</i>									
HOLISTIC SCORING OF STANDARD 4	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D	Does Not Apply NA				
Performances – The administrator facilitates processes and engages in activities ensuring that:									
4.1	Collect and analyze data and information pertinent to the educational environment.			E	M	G	D	NA	
4.2	Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.			E	M	G	D	NA	
4.3	Build and sustain positive relationships with families and caregivers.			E	M	G	D	NA	
4.4	Build and sustain productive relationships with community partners.			E	M	G	D	NA	
NOTES ON STANDARD 4									
STANDARD 5 -- Integrity, Fairness, Ethics									
<i>An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</i>									
HOLISTIC SCORING OF STANDARD 5	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D	Does Not Apply NA				
Performances – The administrator facilitates processes and engages in activities ensuring that:									
5.1	Ensure a system of accountability for every student's academic and social success.			E	M	G	D	NA	
5.2	Model principles of self-awareness, reflective practice, transparency, and ethical behavior.			E	M	G	D	NA	
5.3	Safeguard the values of democracy, equity, and diversity.			E	M	G	D	NA	
5.4	Consider and evaluate the potential moral and legal consequences of decision-making.			E	M	G	D	NA	
5.5	Promote social justice and ensure that individual student needs inform all aspects of schooling.			E	M	G	D	NA	
NOTES ON STANDARD 5									

STANDARD 6 -- Political, Economic, Legal

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

HOLISTIC SCORING OF STANDARD 6	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D	Does Not Apply NA
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Performances – The administrator facilitates processes and engages in activities ensuring that:

6.1	Advocate for children, families, and caregivers.	E	M	G	D	NA
6.2	Act to influence local, district, state, and national decisions affecting student learning.	E	M	G	D	NA
6.3	Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership	E	M	G	D	NA

NOTES ON STANDARD 6

STANDARD 7 -- Exhibits professional responsibility

An education leader meets local school district job expectations and requirements in job description.

HOLISTIC SCORING OF STANDARD 11	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D	Does Not Apply NA
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Performances – The administrator facilitates processes and engages in activities ensuring that:

7.1	Follows proper channels to address issues and problems.	E	M	G	D	NA
7.2	Meets assigned time frames as stipulated.	E	M	G	D	NA
7.3	Serves on various school/district committees.	E	M	G	D	NA
7.4	Follows school/district/BOE policies & procedures.	E	M	G	D	NA
7.5	Performs other duties and responsibilities consistent with job expectations.	E	M	G	D	NA
7.6	Adheres to the state Professional Code of Ethics.	E	M	G	D	NA
7.7	Demonstrates punctuality and good attendance for all duties.	E	M	G	D	NA
7.8	Builds positive interpersonal relationships with students, educational staff, parents, and other community members.	E	M	G	D	NA

If one or more standards are marked holistically as "DOES NOT MEET," or if two or more standards are marked holistically as "GROWTH NEEDED," the evaluator and evaluatee shall develop a Corrective Action Plan to address each standard which has not been holistically met. If only one standard is marked as "GROWTH NEEDED," the administrator shall revise his/her Professional Growth Plan to reflect the need for improvement in this area. Any administrator with all standards marked holistically as "MEETS" is encouraged to incorporate one or more benchmarks marked lower than "MEETS" into his/her next Professional Growth Plan.

ADMINISTRATOR COMMENTS

EVALUATOR COMMENTS

ADMINISTRATOR SIGNATURE

EVALUATOR SIGNATURE

DATE OF OBSERVATION

TIME OF OBSERVATION

DATE OF CONFERENCE

TIME OF CONFERENCE

Administrator signature denotes discussion and receipt of this document, but does not necessarily mean agreement with the information contained within. The original document shall be maintained in the evaluator's working personnel file, and a copy shall be provided to the administrator.

SIMPSON COUNTY SCHOOLS		SCHOOL ADMINISTRATOR SELF-REFLECTION FORM	
NAME OF ADMINISTRATOR		WORK LOCATION	SCHOOL YEAR
NAME OF SCHOOL		NAME OF EVALUATOR	POSITION
STANDARD 1 -- Vision			
<i>An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.</i>			
Performances – The administrator facilitates processes and engages in activities ensuring that:			
1.1	Collaboratively develop and implement a shared vision and mission.		
1.2	Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.		
1.3	Create and implement plans to achieve goals.		
1.4	Promote continuous and sustainable improvement.		
1.5	Monitor and evaluate progress and revise plans.		
NOTES ON STANDARD 1			
STANDARD 2 -- School Culture and Learning			
<i>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.</i>			
Performances – The administrator facilitates processes and engages in activities ensuring that:			
2.1	Nurture and sustain a culture of collaboration, trust, learning, and high expectations.		
2.2	Create a comprehensive, rigorous, and coherent curricular program.		
2.3	Create a personalized and motivating learning environment for students.		
2.4	Supervise instruction.		
2.5	Develop assessment and accountability systems to monitor student progress.		
2.6	Develop the instructional and leadership capacity of staff.		
2.7	Maximize time spent on quality instruction.		
2.8	Promote the use of the most effective and appropriate technologies to support teaching and learning.		
2.9	Monitor and evaluate the impact of the instructional program.		
NOTES ON STANDARD 2			

STANDARD 3 -- Management

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

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

- | | |
|-----|--|
| 3.1 | Monitor and evaluate the management and operational systems. |
| 3.2 | Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources. |
| 3.3 | Promote and protect the welfare and safety of students and staff. |
| 3.4 | Develop the capacity for distributed leadership. |
| 3.5 | Ensure teacher and organizational time is focused to support quality instruction and student learning. |

NOTES ON STANDARD 3

STANDARD 4 --Collaboration

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

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

- | | |
|-----|---|
| 4.1 | Collect and analyze data and information pertinent to the educational environment. |
| 4.2 | Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. |
| 4.3 | Build and sustain positive relationships with families and caregivers. |
| 4.4 | Build and sustain productive relationships with community partners. |

NOTES ON STANDARD 4

STANDARD 5 -- Integrity, Fairness, Ethics

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

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

- | | | | | | | | |
|-----|--|--|--|--|--|--|--|
| 5.1 | Ensure a system of accountability for every student's academic and social success. | | | | | | |
| 5.2 | Model principles of self-awareness, reflective practice, transparency, and ethical behavior. | | | | | | |
| 5.3 | Safeguard the values of democracy, equity, and diversity. | | | | | | |
| 5.4 | Consider and evaluate the potential moral and legal consequences of decision-making. | | | | | | |
| 5.5 | Promote social justice and ensure that individual student needs inform all aspects of schooling. | | | | | | |

NOTES ON STANDARD 5

STANDARD 6 – Political, Economic, Legal

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

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

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

NOTES ON STANDARD 6

STANDARD 7 -- Exhibits professional responsibility

An education leader meets local school district job expectations and requirements in job description.

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

- 7.1 Follows proper channels to address issues and problems.
- 7.2 Meets assigned time frames as stipulated.
- 7.3 Serves on various school/district committees.
- 7.4 Follows school/district/BOE policies & procedures.
- 7.5 Performs other duties and responsibilities consistent with job expectations.
- 7.6 Adheres to the state Professional Code of Ethics.
- 7.7 Demonstrates punctuality and good attendance for all duties.
- 7.8 Builds positive interpersonal relationships with students, educational staff, parents, and other community members.

ADMINISTRATOR COMMENTS

EVALUATOR COMMENTS

ADMINISTRATOR SIGNATURE

EVALUATOR SIGNATURE

DATE OF OBSERVATION

TIME OF OBSERVATION

DATE OF CONFERENCE

TIME OF CONFERENCE

SIMPSON COUNTY SCHOOLS		SCHOOL ADMINISTRATOR SUMMATIVE EVALUATION FORM	
(This summative evaluation form summarizes the holistic evaluation of all data collected including formative data, products and performances, professional development activities, conferences, and other documentation.)			
NAME OF ADMINISTRATOR	WORK LOCATION	SCHOOL YEAR	
NAME OF SCHOOL	NAME OF EVALUATOR	POSITION	

DATE(s) of Formal Conference(s)

1st _____ 2nd _____ 3rd _____ 4th _____

<u>School Administrator Standards:</u>	<u>Ratings:</u>			
	<u>E</u>	<u>M</u>	<u>GN</u>	<u>DNM</u>
1 Vision	_____	_____	_____	_____
2 School Culture and Learning	_____	_____	_____	_____
3 Management	_____	_____	_____	_____
4 Collaboration	_____	_____	_____	_____
5 Integrity, Fairness, Ethics	_____	_____	_____	_____
6 Political, Economic, Legal	_____	_____	_____	_____
7 Exhibits professional responsibility	_____	_____	_____	_____
Overall rating:	_____	_____	_____	_____

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

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

Administrator's Comments: _____

Evaluator's Comments: _____

This section to be completed and signed after all information above has been completed and discussed:

Administrator: _____ Agrees with this summative evaluation
 _____ Disagrees with this summative evaluation

 Signature Date

Evaluator: _____

 Signature Date

(Opportunities for appeal processes at both the local and state levels are a part of the Simpson County Bd. Of Education District Certified Growth and Evaluation Plan. Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704KAR3:345 Sections 7,8,9 and the local district plan.)

Return this original document to the district's Personnel office no later than May 30 of the school year. Provide a copy to the employee, and keep a copy in the employee's school personnel file.

SIMPSON COUNTY SCHOOLS OFFER EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITIES.

Professional Growth Plan Directions with School Administrator Standards

Instructions for Completing the Individual Growth Plan

This plan is to be completed by the employee with assistance from the immediate supervisor completing the evaluation within thirty days of employment (new employees) or after the summative evaluation conference (returning employees). Supervisors are also encouraged to check with employees during the year to assess mid-term progress toward goals.

- 1. Alignment with School Improvement Initiatives** - The professional growth plan should align with the Comprehensive District and/or School Improvement Plan or other evaluation data. Determine the reason for or the identified need for developing the plan.
- 2. Standards** - Choose one of the appropriate standards.
- 3. Performance Criteria** - Identify performance criteria. Performance Criteria are listed under each standard on the formative evaluation form.
- 4. Growth Objective(s) Goal(s)** - Identify the specific goal(s) or objective(s) you plan to develop. It is appropriate to review your evaluation for any identified professional growth needs. The goal(s) should be **SMART**. Strategic, Measurable, Aligned to student learning needs, Results driven, and Time Significant
Examples:
 1. By the end of the first quarter, I will be able to show how the results of two formative assessments enabled me to adjust instruction so that my students achieved at higher levels.
 2. In each unit plan that I develop, I will incorporate the use of the interactive board at least once as a formative assessment tool and at least once as a tool to extend classroom learning.
- 5. Present Professional Development Stage** - Select one which matches your personal stage of growth:
Orientation/Awareness - Practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program.
Preparation/Application - Practitioners develop the skills and processes to begin program implementation.
Implementation/Management - Practitioners learn to master the required tasks for implementation of the program in their workplace.
Refinement/Impact - Practitioners vary the use of practices to achieve maximum impact on student achievement.

6. Date Plan is Developed

7. Date Plan is Reviewed and/or Completed

=====

Choose appropriate standards for growth from personal self-reflection or summative evaluation conference.

STANDARD 1 – Vision

STANDARD 2 – School Culture and Learning

STANDARD 3 – Management

STANDARD 4 – Collaboration

STANDARD 5 – Integrity, Fairness, Ethics

STANDARD 6 – Political, Economic, Legal

STANDARD 7 – Exhibits professional responsibility

SIMPSON COUNTY SCHOOLS

**IECE TEACHER DATA COLLECTION SUMMARY AND
CONFERRING FORM**

NAME OF IECE TEACHER	GRADE(S) OR CONTENT AREA(S)	SCHOOL YEAR
NAME OF SCHOOL	NAME OF EVALUATOR	POSITION

STANDARD 1: THE IECE EDUCATOR DESIGNS & PLANS INSTRUCTION

The Interdisciplinary Early Childhood Education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

HOLISTIC SCORING OF STANDARD 1	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard		Does Not Apply		
				D		NA		
1.1	Designs for all children developmentally appropriate, comprehensive curriculum, instruction, and learning outcomes aligned with program, school, district, state, and/or federal goals.			E	M	G	D	NA
1.2	Includes assessments that target learning outcomes.			E	M	G	D	NA
1.3	Individualizes curriculum, instruction plans, and assessment strategies for ALL children.			E	M	G	D	NA
1.4	Plans developmentally appropriate and activity-based instruction.			E	M	G	D	NA
1.5	Plans for the effective involvement of team members, including assistants, staff, and volunteers, across learning environments.			E	M	G	D	NA
1.6	Includes knowledge and strategies of multiple disciplines.			E	M	G	D	NA
1.7	Plans experiences and instruction based on family resources, priorities, and concerns.			E	M	G	D	NA

NOTES ON STANDARD 1

STANDARD 2: THE IECE EDUCATOR CREATES & MAINTAINS ENVIRONMENT

The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

HOLISTIC SCORING OF STANDARD 2	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard		Does Not Apply		
				D		NA		
2.1	Maintains an emotionally and physically healthy and safe environment.			E	M	G	D	NA
2.2	Creates and maintains consistent routines and schedules that engage children and maximize learning.			E	M	G	D	NA
2.3	Facilitates smooth transitions for children between activities.			E	M	G	D	NA
2.4	Creates and maintains individually appropriate, activity-based learning environments.			E	M	G	D	NA
2.5	Adapts environments to support children with special needs and disabilities.			E	M	G	D	NA
2.6	Creates and maintains culturally responsive environments to support all children & families.			E	M	G	D	NA
2.7	Creates, evaluates, and selects technology, materials, and media to enhance the learning environment.			E	M	G	D	NA
2.8	Uses appropriate, positive guidance techniques to foster children's self-regulation.			E	M	G	D	NA
2.9	Designs antecedent and consequent conditions to foster child self-regulation and learning.			E	M	G	D	NA
2.10	Facilitates mutual respect among peers through cooperative and independent learning activities.			E	M	G	D	NA

NOTES ON STANDARD 2

STANDARD 3: THE IECE EDUCATOR IMPLEMENTS INSTRUCTION

The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool, and kindergarten children, including those with disabilities.

HOLISTIC SCORING OF STANDARD 3	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D		Does Not Apply NA		
				D	NA			
3.1	Implements developmentally appropriate, comprehensive curriculum and instruction aligned with program, school, district, and/or state goals.			E	M	G	D	NA
3.2	Implements instructional strategies that meet the individual needs of each child.			E	M	G	D	NA
3.3	Engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities.			E	M	G	D	NA
3.4	Provides guidance, cues, and feedback to children to foster self-management and learning.			E	M	G	D	NA
3.5	Implements culturally responsive learning experiences to support children and their families.			E	M	G	D	NA
3.6	Implements and supports family-centered activities that reflect each family's resources, priorities, and concerns.			E	M	G	D	NA
3.7	Involves team members in instructional activities.			E	M	G	D	NA

NOTES ON STANDARD 3

STANDARD 4: THE IECE EDUCATOR ASSESSES & COMMUNICATES LEARNING RESULTS

The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, pre-schoolers, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.

HOLISTIC SCORING OF STANDARD 4	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D		Does Not Apply NA		
				D	NA			
4.1	Uses a systematic process to assess and record children's ongoing developmental progress.			E	M	G	D	NA
4.2	Bases assessment strategies on developmentally appropriate learning outcomes and aligns strategies with the program curriculum and appropriate standards.			E	M	G	D	NA
4.3	Plans and implements assessment strategies that are sensitive to the teaching and learning context, including families' cultures, and that address children's unique and/or special learning needs.			E	M	G	D	NA
4.4	Plans and implements assessment strategies that invite active involvement of appropriate partners, including team members and children's families.			E	M	G	D	NA
4.5	Accurately interprets the data and validity of assessment results and communicates results to appropriate partners, including families, in terms they easily understand.			E	M	G	D	NA
4.6	Uses assessment results to design appropriate learning outcomes and to plan for future related services and instruction.			E	M	G	D	NA

NOTES ON STANDARD 4

STANDARD 5: THE IECE EDUCATOR REFLECTS ON AND EVALUATES PROFESSIONAL PRACTICES

The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

HOLISTIC SCORING OF STANDARD 5	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard		Does Not Apply		
				D	D	NA	NA	NA
5.1	Uses data to reflect on and evaluate children's learning.			E	M	G	D	NA
5.2	Uses data to reflect on and evaluate instructional practice.			E	M	G	D	NA
5.3	Uses data to identify areas for professional growth.			E	M	G	D	NA
5.4	Analyzes the involvement and effectiveness of team members in instruction.			E	M	G	D	NA

NOTES ON STANDARD 5

STANDARD 6: THE IECE EDUCATOR COLLABORATES WITH COLLEAGUES/FAMILIES/OTHERS

The IECE educator collaborates and consults with team members including colleagues, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

HOLISTIC SCORING OF STANDARD 6	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard		Does Not Apply		
				D	D	NA	NA	NA
6.1	Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings.			E	M	G	D	NA
6.2	Demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others.			E	M	G	D	NA
6.3	Collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning.			E	M	G	D	NA
6.4	Collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning, including IEP/IFSP development.			E	M	G	D	NA
6.5	Collaborates with community members and agencies to provide resources to promote child development and learning.			E	M	G	D	NA
6.6	Articulates individual outcomes and unique needs for each child to staff and volunteers.			E	M	G	D	NA
6.7	Provides ongoing, constructive feedback to team members on professional practices.			E	M	G	D	NA
6.8	Uses adult learning principles in collaboration with team members.			E	M	G	D	NA

NOTES ON STANDARD 6

STANDARD 7: THE IECE EDUCATOR ENGAGES IN PROFESSIONAL DEVELOPMENT

The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.

HOLISTIC SCORING OF STANDARD 7	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard		Does Not Apply NA		
				D		D	D	NA
7.1	Assesses his/her professional performance level relative to Kentucky's IECE Teacher Standards.			E	M	G	D	NA
7.2	Identifies priority of own professional development needs.			E	M	G	D	NA
7.3	Designs a plan to address professional growth needs for all priority areas.			E	M	G	D	NA
7.4	Engages in ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research).			E	M	G	D	NA
7.5	Shows evidence of professional growth resulting from the implementation of the plan.			E	M	G	D	NA
7.6	Applies professional ethics, practice, and legal mandates in early childhood settings.			E	M	G	D	NA

NOTES ON STANDARD 7

STANDARD 8: THE IECE EDUCATOR SUPPORTS FAMILIES

The IECE educator supports families through family-centered services that promote independence and self-determination.

HOLISTIC SCORING OF STANDARD 8	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard		Does Not Apply NA		
				D		D	D	NA
8.1	Assists families in articulating resources, priorities, and concerns.			E	M	G	D	NA
8.2	Individualizes interactions and activities that demonstrate sensitivity to characteristics of each child's family and community.			E	M	G	D	NA
8.3	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).			E	M	G	D	NA
8.4	Applies adult learning principles in family education activities.			E	M	G	D	NA
8.5	Respects and provides on-going support for the family's preferred level of involvement in educational activities.			E	M	G	D	NA

NOTES ON STANDARD 8

STANDARDS 9: THE IECE EDUCATOR DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.

HOLISTIC SCORING OF STANDARD 9	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard		Does Not Apply NA		
				D		D	D	NA
9.1	Uses multiple technology applications to support child learning.			E	M	G	D	NA
9.2	Selects appropriate technology to enhance instruction.			E	M	G	D	NA
9.3	Engages children in their use of technology to meet their learning needs and interests.			E	M	G	D	NA
9.4	Uses technology to meet special needs of children.			E	M	G	D	NA
9.5	Demonstrates ethical and legal use of technology disciplines.			E	M	G	D	NA

NOTES ON STANDARD 9

STANDARD 10: THE IECE EDUCATOR PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

The IECE educator provides professional leadership within the school, community, and education profession to improve child learning and well-being.

HOLISTIC SCORING OF STANDARD 10	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard		Does Not Apply NA		
				D		D		NA
10.1	Identifies leadership opportunities that enhance child learning and/or the professional environment of the school/community.			E	M	G	D	NA
10.2	Develops a plan for engaging in leadership activities.			E	M	G	D	NA
10.3	Implements a plan for engaging in leadership activities.			E	M	G	D	NA
10.4	Analyzes data to evaluate the results of planned and executed leadership efforts.			E	M	G	D	NA

NOTES ON STANDARD 10

STANDARD 11 -- THE IECE EDUCATOR EXHIBITS PROFESSIONAL RESPONSIBILITY

The IECE educator meets local school district job expectations and requirements in job description.

HOLISTIC SCORING OF STANDARD 11	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard		Does Not Apply NA		
				D		D		NA
11.1	Follows proper channels to address issues and problems.			E	M	G	D	NA
11.2	Meets assigned time frames as stipulated.			E	M	G	D	NA
11.3	Serves on various school/district committees.			E	M	G	D	NA
11.4	Follows school/district/BOE policies & procedures.			E	M	G	D	NA
11.5	Performs other (out-of-class) duties and responsibilities consistent with job expectations.			E	M	G	D	NA
11.6	Adheres to the state Professional Code of Ethics.			E	M	G	D	NA
11.7	Demonstrates punctuality and good attendance for all duties.			E	M	G	D	NA
11.8	Builds positive interpersonal relationships with students, educational staff, parents, and other community members.			E	M	G	D	NA

If one or more standards are marked holistically as "DOES NOT MEET," or if two or more standards are marked holistically as "GROWTH NEEDED," the principal and teacher shall develop a Corrective Action Plan to address each standard which has not been holistically met. If only one standard is marked as "GROWTH NEEDED," the teacher shall revise his/her Professional Growth Plan to reflect the need for improvement in this area. Any teacher with all standards marked holistically as "MEETS" is encouraged to incorporate one or more benchmarks marked lower than "MEETS" into his/her next Professional Growth Plan.

TEACHER COMMENTS

EVALUATOR COMMENTS

TEACHER SIGNATURE

EVALUATOR SIGNATURE

DATE OF OBSERVATION

TIME OF OBSERVATION

DATE OF CONFERENCE

TIME OF CONFERENCE

Teacher signature denotes discussion and receipt of this document, but does not necessarily mean agreement with the information contained within. The original document shall be maintained in the teacher's work location personnel file, and a copy shall be provided to the teacher.

Tenured _____
 Non-Tenured _____

SIMPSON COUNTY SCHOOLS		IECE TEACHER SUMMATIVE EVALUATION FORM
(This summative evaluation form summarizes the holistic evaluation of all data collected including formative data, products and performances, professional development activities, conferences, and other documentation.)		
NAME OF IECE TEACHER	GRADE(S) OR CONTENT AREA(S)	SCHOOL YEAR
NAME OF SCHOOL	NAME OF EVALUATOR	POSITION

DATE(s) of Formal Observations
 1st _____ 2nd _____ 3rd _____ 4th _____

DATE(s) of Formal Conferences
 1st _____ 2nd _____ 3rd _____ 4th _____

Ratings:

<u>IECE Teacher Standards:</u>	<u>E</u>	<u>M</u>	<u>GN</u>	<u>DNM</u>
1 Designs & plans Instruction	_____	_____	_____	_____
2 Creates & maintains environment	_____	_____	_____	_____
3 Implements instruction	_____	_____	_____	_____
4 Assesses & communicates learning results	_____	_____	_____	_____
5 Reflects on & evaluates professional practices	_____	_____	_____	_____
6 Collaborates with colleagues/families/others	_____	_____	_____	_____
7 Engages in professional development	_____	_____	_____	_____
8 Supports families	_____	_____	_____	_____
9 Demonstrates the implementation of technology	_____	_____	_____	_____
10 Provides Leadership within School/Community/Profession	_____	_____	_____	_____
11 Exhibits professional responsibility	_____	_____	_____	_____
Overall rating:	_____	_____	_____	_____

The Professional Growth Plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked:
 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ 11 _____

Teacher's Comments:

Evaluator's Comments:

This section to be completed and signed after all information above has been completed and discussed:

Teacher: _____ Agrees with this summative evaluation
 _____ Disagrees with this summative evaluation

 Signature Date

Evaluator: _____

 Signature Date

(Opportunities for appeal processes at both the local and state levels are a part of the Simpson County Bd. Of Education District Certified Growth and Evaluation Plan. Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704KAR3:345 Sections 7,8,9 and the local district plan.)

Return this original document to the district's Personnel office no later than May 30 of the school year. Provide a copy to the employee, and keep a copy in the employee's school personnel file.

SIMPSON COUNTY SCHOOLS

**IECE TEACHER OBSERVATION SELF-REFLECTION
FORM**

NAME OF IECE TEACHER		GRADE(S) OR CONTENT AREA(S)	SCHOOL YEAR
NAME OF SCHOOL		NAME OF EVALUATOR	POSITION
STANDARD 1: THE IECE EDUCATOR DESIGNS & PLANS INSTRUCTION			
<i>The Interdisciplinary Early Childhood Education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.</i>			
1.1	Designs for all children developmentally appropriate, comprehensive curriculum, instruction, and learning outcomes aligned with program, school, district, state, and/or federal goals.		
1.2	Includes assessments that target learning outcomes.		
1.3	Individualizes curriculum, instruction plans, and assessment strategies for ALL children.		
1.4	Plans developmentally appropriate and activity-based instruction.		
1.5	Plans for the effective involvement of team members, including assistants, staff, and volunteers, across learning environments.		
1.6	Includes knowledge and strategies of multiple disciplines.		
1.7	Plans experiences and instruction based on family resources, priorities, and concerns.		
NOTES ON STANDARD 1			
STANDARD 2: THE IECE EDUCATOR CREATES & MAINTAINS ENVIRONMENT			
<i>The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.</i>			
2.1	Maintains an emotionally and physically healthy and safe environment.		
2.2	Creates and maintains consistent routines and schedules that engage children and maximize learning.		
2.3	Facilitates smooth transitions for children between activities.		
2.4	Creates and maintains individually appropriate, activity-based learning environments.		
2.5	Adapts environments to support children with special needs and disabilities.		
2.6	Creates and maintains culturally responsive environments to support all children & families.		
2.7	Creates, evaluates, and selects technology, materials, and media to enhance the learning environment.		
2.8	Uses appropriate, positive guidance techniques to foster children's self-regulation.		
2.9	Designs antecedent and consequent conditions to foster child self-regulation and learning.		
2.10	Facilitates mutual respect among peers through cooperative and independent learning activities.		
NOTES ON STANDARD 2			
STANDARD 3: THE IECE EDUCATOR IMPLEMENTS INSTRUCTION			
<i>The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool, and kindergarten children, including those with disabilities.</i>			
3.1	Implements developmentally appropriate, comprehensive curriculum and instruction aligned with program, school, district, and/or state goals.		
3.2	Implements instructional strategies that meet the individual needs of each child.		
3.3	Engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities.		
3.4	Provides guidance, cues, and feedback to children to foster self-management and learning.		
3.5	Implements culturally responsive learning experiences to support children and their families.		
3.6	Implements and supports family-centered activities that reflect each family's resources, priorities, and concerns.		
3.7	Involves team members in instructional activities.		
NOTES ON STANDARD 3			

STANDARD 4: THE IECE EDUCATOR ASSESSES & COMMUNICATES LEARNING RESULTS

The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, pre-schoolers, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.

- | | |
|-----|---|
| 4.1 | Uses a systematic process to assess and record children's ongoing developmental progress. |
| 4.2 | Bases assessment strategies on developmentally appropriate learning outcomes and aligns strategies with the program curriculum and appropriate standards. |
| 4.3 | Plans and implements assessment strategies that are sensitive to the teaching and learning context, including families' cultures, and that address children's unique and/or special learning needs. |
| 4.4 | Plans and implements assessment strategies that invite active involvement of appropriate partners, including team members and children's families. |
| 4.5 | Accurately interprets the data and validity of assessment results and communicates results to appropriate partners, including families, in terms they easily understand. |
| 4.6 | Uses assessment results to design appropriate learning outcomes and to plan for future related services and instruction. |

NOTES ON STANDARD 4**STANDARD 5: THE IECE EDUCATOR REFLECTS ON AND EVALUATES PROFESSIONAL PRACTICES**

The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

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|-----|--|
| 5.1 | Uses data to reflect on and evaluate children's learning. |
| 5.2 | Uses data to reflect on and evaluate instructional practice. |
| 5.3 | Uses data to identify areas for professional growth. |
| 5.4 | Analyzes the involvement and effectiveness of team members in instruction. |

NOTES ON STANDARD 5**STANDARD 6: THE IECE EDUCATOR COLLABORATES WITH COLLEAGUES/FAMILIES/OTHERS**

The IECE educator collaborates and consults with team members including colleagues, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

- | | |
|-----|--|
| 6.1 | Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings. |
| 6.2 | Demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others. |
| 6.3 | Collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning. |
| 6.4 | Collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning, including IEP/IFSP development. |
| 6.5 | Collaborates with community members and agencies to provide resources to promote child development and learning. |
| 6.6 | Articulates individual outcomes and unique needs for each child to staff and volunteers. |
| 6.7 | Provides ongoing, constructive feedback to team members on professional practices. |
| 6.8 | Uses adult learning principles in collaboration with team members. |

NOTES ON STANDARD 6

STANDARD 7: THE IECE EDUCATOR ENGAGES IN PROFESSIONAL DEVELOPMENT

The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.

- 7.1 Assesses his/her professional performance level relative to Kentucky's IECE Teacher Standards.
- 7.2 Identifies priority of own professional development needs.
- 7.3 Designs a plan to address professional growth needs for all priority areas.
- 7.4 Engages in ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research).
- 7.5 Shows evidence of professional growth resulting from the implementation of the plan.
- 7.6 Applies professional ethics, practice, and legal mandates in early childhood settings.

STANDARD 8: THE IECE EDUCATOR SUPPORTS FAMILIES

The IECE educator supports families through family-centered services that promote independence and self-determination.

- 8.1 Assists families in articulating resources, priorities, and concerns.
- 8.2 Individualizes interactions and activities that demonstrate sensitivity to characteristics of each child's family and community.
- 8.3 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).
- 8.4 Applies adult learning principles in family education activities.
- 8.5 Respects and provides on-going support for the family's preferred level of involvement in educational activities.

NOTES ON STANDARD 8**STANDARDS 9: THE IECE EDUCATOR DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY**

The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.

- 9.1 Uses multiple technology applications to support child learning.
- 9.2 Selects appropriate technology to enhance instruction.
- 9.3 Engages children in their use of technology to meet their learning needs and interests.
- 9.4 Uses technology to meet special needs of children.
- 9.5 Demonstrates ethical and legal use of technology disciplines.

NOTES ON STANDARD 9**STANDARD 10: THE IECE EDUCATOR PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION**

The IECE educator provides professional leadership within the school, community, and education profession to improve child learning and well-being.

- 10.1 Identifies leadership opportunities that enhance child learning and/or the professional environment of the school/community.
- 10.2 Develops a plan for engaging in leadership activities.
- 10.3 Implements a plan for engaging in leadership activities.
- 10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

NOTES ON STANDARD 10

STANDARD 11 -- THE IECE EDUCATOR EXHIBITS PROFESSIONAL RESPONSIBILITY

The IECE educator meets local school district job expectations and requirements in job description.

11.1	Follows proper channels to address issues and problems.	E	M	G	D	NA
11.2	Meets assigned time frames as stipulated.	E	M	G	D	NA
11.3	Serves on various school/district committees.	E	M	G	D	NA
11.4	Follows school/district/BOE policies & procedures.	E	M	G	D	NA
11.5	Performs other (out-of-class) duties and responsibilities consistent with job expectations.	E	M	G	D	NA
11.6	Adheres to the state Professional Code of Ethics.	E	M	G	D	NA
11.7	Demonstrates punctuality and good attendance for all duties.	E	M	G	D	NA
11.8	Builds positive interpersonal relationships with students, educational staff, parents, and other community members.	E	M	G	D	NA

TEACHER COMMENTS

EVALUATOR COMMENTS

TEACHER SIGNATURE

EVALUATOR SIGNATURE

DATE OF OBSERVATION

TIME OF OBSERVATION

DATE OF CONFERENCE

TIME OF CONFERENCE

Professional Growth Plan Directions with IECE Teacher Standards

Instructions for Completing the Individual Growth Plan

This plan is to be completed by the employee with assistance from the immediate supervisor completing the evaluation within thirty days of employment (new employees) or after the summative evaluation conference (returning employees). Supervisors are also encouraged to check with employees during the year to assess mid-term progress toward goals.

- 1. Alignment with School Improvement Initiatives** - The professional growth plan should align with the Comprehensive District and/or School Improvement Plan or other evaluation data. Determine the reason for or the identified need for developing the plan.
- 2. Standards** - Choose one of the appropriate standards.
- 3. Performance Criteria** - Identify performance criteria. Performance Criteria are listed under each standard on the formative evaluation form.
- 4. Growth Objective(s) Goal(s)** - Identify the specific goal(s) or objective(s) you plan to develop. It is appropriate to review your evaluation for any identified professional growth needs. The goal(s) should be **SMART**. Strategic, Measurable, Aligned to student learning needs, Results driven, and Time Significant
Examples:
 1. By the end of the first quarter, I will be able to show how the results of two formative assessments enabled me to adjust instruction so that my students achieved at higher levels.
 2. In each unit plan that I develop, I will incorporate the use of the interactive board at least once as a formative assessment tool and at least once as a tool to extend classroom learning.
- 5. Present Professional Development Stage** - Select one which matches your personal stage of growth:
Orientation/Awareness - Practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program.
Preparation/Application - Practitioners develop the skills and processes to begin program implementation.
Implementation/Management - Practitioners learn to master the required tasks for implementation of the program in their workplace.
Refinement/Impact - Practitioners vary the use of practices to achieve maximum impact on student achievement.

6. Date Plan is Developed

7. Date Plan is Reviewed and/or Completed

=====

Choose appropriate standards for growth from personal self-reflection or summative evaluation conference.

- STANDARD 1 -- Designs and Plans Instruction
- STANDARD 2 -- Creates and Maintains Learning Climate
- STANDARD 3 -- Implements/Manages Instruction
- STANDARD 4 -- Assesses/Communicates Learning Results
- STANDARD 5 -- Reflects/Evaluates Professional Practices
- STANDARD 6 -- Collaborates with Colleagues/Parents/Others
- STANDARD 7 -- Engages in Professional Development
- STANDARD 8 -- Supports Families
- STANDARD 9 -- Demonstrates Implementation of Technology
- STANDARD 10 -- Provides Leadership within School/Community/Profession
- STANDARD 11 -- Exhibits professional Responsibility

SIMPSON COUNTY SCHOOLS		CURRICULUM, INSTRUCTION, & ASSESSMENT SPECIALIST DATA COLLECTION SUMMARY AND CONFERENCING FORM										
NAME OF CIA SPECIALIST				WORK LOCATION				SCHOOL YEAR				
NAME OF SCHOOL				NAME OF EVALUATOR				POSITION				
STANDARD 1 -- Vision												
<i>A CIA Specialist assists the principal in promoting the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.</i>												
HOLISTIC SCORING OF STANDARD 1		Exceeds The Standard E		Meets The Standard M		Growth Needed On The Standard G		Does Not Meet The Standard D		Does Not Apply NA		
1.1	Collaboratively develop and implement a shared vision and mission.							E	M	G	D	NA
1.2	Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.							E	M	G	D	NA
1.3	Create and implement plans to achieve goals.							E	M	G	D	NA
1.4	Promote continuous and sustainable improvement.							E	M	G	D	NA
1.5	Monitor and evaluate progress and revise plans.							E	M	G	D	NA
NOTES ON STANDARD 1												
STANDARD 2 -- School Culture												
<i>A CIA Specialist promotes the success of every student by assisting the principal in advocating, nurturing, and sustaining a school culture conducive to student learning and staff professional growth.</i>												
HOLISTIC SCORING OF STANDARD 2		Exceeds The Standard E		Meets The Standard M		Growth Needed On The Standard G		Does Not Meet The Standard D		Does Not Apply NA		
2.1	Nurture and sustain a culture of collaboration, trust, learning, and high expectations.							E	M	G	D	NA
2.2	Create a comprehensive, rigorous, and coherent curricular program.							E	M	G	D	NA
2.3	Create a personalized and motivating learning environment for students.							E	M	G	D	NA
2.4	Supervise instruction.							E	M	G	D	NA
2.5	Develop assessment and accountability systems to monitor student progress.							E	M	G	D	NA
2.6	Develop the instructional and leadership capacity of staff.							E	M	G	D	NA
2.7	Maximize time spent on quality instruction.							E	M	G	D	NA
2.8	Monitor and evaluate the impact of the instructional program.							E	M	G	D	NA
NOTES ON STANDARD 2												

STANDARD 3 -- Curriculum, Instruction, & Assessment

A CIA Specialist promotes the success of every student by assisting the principal in establishing, advocating, nurturing, and sustain and curriculum, instruction, and assessment program conducive to high levels of student learning.

HOLISTIC SCORING OF STANDARD 3	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D		Does Not Apply NA		
				E	M	G	D	NA
3.1	Effectively coordinates school-wide Gifted and Talented Education (GTE) program and assists teachers with effective delivery of GTE services at the classroom level.			E	M	G	D	NA
3.2	Effectively coordinates school-wide Response to Intervention services and assists teacher with effective implementation of interventions and progress monitoring.			E	M	G	D	NA
3.3	Effectively coordinates school-wide assessment program.			E	M	G	D	NA
3.4	Delivers direct training to teachers on district- and school-level instructional needs based on Comprehensive School and District Improvement Plans.			E	M	G	D	NA
3.5	Provides follow-up and technical assistance/consultation to teachers with emphasis on developmentally-appropriate classroom practices.			E	M	G	D	NA
3.6	Assists in curriculum and instructional alignment and implementation.			E	M	G	D	NA
3.7	Assists classroom teachers in implementing new teaching strategies and with formative, summative, interim-, and state-level assessment strategies and data review.			E	M	G	D	NA

NOTES ON STANDARD 3

STANDARD 4 --Collaboration

A CIA Specialist promotes the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

HOLISTIC SCORING OF STANDARD 4	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D		Does Not Apply NA		
				E	M	G	D	NA
4.1	Collect and analyze data and information pertinent to the educational environment.			E	M	G	D	NA
4.2	Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.			E	M	G	D	NA
4.3	Build and sustain positive relationships with families and caregivers.			E	M	G	D	NA
4.4	Build and sustain productive relationships with community partners.			E	M	G	D	NA

NOTES ON STANDARD 4

STANDARD 5 -- Integrity, Fairness, Ethics

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

HOLISTIC SCORING OF STANDARD 5	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D		Does Not Apply NA		
				E	M	G	D	NA
5.1	Ensure a system of accountability for every student's academic and social success.			E	M	G	D	NA
5.2	Model principles of self-awareness, reflective practice, transparency, and ethical behavior.			E	M	G	D	NA
5.3	Safeguard the values of democracy, equity, and diversity.			E	M	G	D	NA
5.4	Consider and evaluate the potential moral and legal consequences of decision-making.			E	M	G	D	NA
5.5	Promote social justice and ensure that individual student needs inform all aspects of schooling.			E	M	G	D	NA

NOTES ON STANDARD 5

STANDARD 6 -- Technology

A CIA Specialist assists teachers in their effort to use 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.

HOLISTIC SCORING OF STANDARD 6	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard		Does Not Apply		
				D	D	NA	NA	NA
6.1	Assists teachers in using available technology to design and plan instruction.			E	M	G	D	NA
6.2	Assists teachers in using available technology to implement instruction that facilitates student learning.			E	M	G	D	NA
6.3	Assists teachers with integrating student use of available technology into instruction.			E	M	G	D	NA
6.4	Assists teachers in using technology to assess and communicate student learning.			E	M	G	D	NA
6.5	Assists teachers with demonstrating the ethical and legal use of technology.			E	M	G	D	NA

NOTES ON STANDARD 6

STANDARD 7 -- Professional Responsibility

A CIA Specialist meets local school district job expectations and requirements in job description.

HOLISTIC SCORING OF STANDARD 7	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard		Does Not Apply		
				D	D	NA	NA	NA
7.1	Follows proper channels to address issues and problems.			E	M	G	D	NA
7.2	Meets assigned time frames as stipulated.			E	M	G	D	NA
7.3	Serves on various school/district committees.			E	M	G	D	NA
7.4	Follows school/district/BOE policies & procedures.			E	M	G	D	NA
7.5	Performs other (out-of-class) duties and responsibilities consistent with job expectations.			E	M	G	D	NA
7.6	Adheres to the state Professional Code of Ethics.			E	M	G	D	NA
7.7	Demonstrates punctuality and good attendance.			E	M	G	D	NA
7.8	Builds positive interpersonal relationships with students, staff, parents, and others.			E	M	G	D	NA

NOTES ON STANDARD 7

If one or more standards are marked holistically as "DOES NOT MEET," or if two or more standards are marked holistically as "GROWTH NEEDED," the evaluator and evaluatee shall develop a Corrective Action Plan to address each standard which has not been holistically met. If only one standard is marked as "GROWTH NEEDED," the CIA Specialist shall revise his/her Professional Growth Plan to reflect the need for improvement in this area. Any CIA Specialist with all standards marked holistically as "MEETS" is encouraged to incorporate one or more benchmarks marked lower than "MEETS" into his/her next Professional Growth Plan.

CIA SPECIALIST COMMENTS

EVALUATOR COMMENTS

CIA SPECIALIST SIGNATURE

EVALUATOR SIGNATURE

DATE OF OBSERVATION

TIME OF OBSERVATION

DATE OF CONFERENCE

TIME OF CONFERENCE

CIA Specialist signature denotes discussion and receipt of this document, but does not necessarily mean agreement with the information contained within. The original document shall be maintained in the evaluator's working personnel file, and a copy shall be provided to the CIA Specialist.

SIMPSON COUNTY SCHOOLS		CURRICULUM, INSTRUCTION, & ASSESSMENT SPECIALIST SELF-REFLECTION FORM	
NAME OF CIA SPECIALIST		WORK LOCATION	SCHOOL YEAR
NAME OF SCHOOL		NAME OF EVALUATOR	POSITION
STANDARD 1 -- Vision			
<i>A CIA Specialist assists the principal in promoting the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.</i>			
1.1	Collaboratively develop and implement a shared vision and mission.		
1.2	Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.		
1.3	Create and implement plans to achieve goals.		
1.4	Promote continuous and sustainable improvement.		
1.5	Monitor and evaluate progress and revise plans.		
NOTES ON STANDARD 1			
STANDARD 2 -- School Culture			
<i>A CIA Specialist promotes the success of every student by assisting the principal in advocating, nurturing, and sustaining a school culture conducive to student learning and staff professional growth.</i>			
2.1	Nurture and sustain a culture of collaboration, trust, learning, and high expectations.		
2.2	Create a comprehensive, rigorous, and coherent curricular program.		
2.3	Create a personalized and motivating learning environment for students.		
2.4	Supervise instruction.		
2.5	Develop assessment and accountability systems to monitor student progress.		
2.6	Develop the instructional and leadership capacity of staff.		
2.7	Maximize time spent on quality instruction.		
2.8	Monitor and evaluate the impact of the instructional program.		
NOTES ON STANDARD 2			

STANDARD 3 -- Curriculum, Instruction, & Assessment

A CIA Specialist promotes the success of every student by assisting the principal in establishing, advocating, nurturing, and sustain and curriculum, instruction, and assessment program conducive to high levels of student learning.

3.1	Effectively coordinates school-wide Gifted and Talented Education (GTE) program and assists teachers with effective delivery of GTE services at the classroom level.
3.2	Effectively coordinates school-wide Response to Intervention services and assists teacher with effective implementation of interventions and progress monitoring.
3.3	Effectively coordinates school-wide assessment program.
3.4	Delivers direct training to teachers on district- and school-level instructional needs based on Comprehensive School and District Improvement Plans.
3.5	Provides follow-up and technical assistance/consultation to teachers with emphasis on developmentally-appropriate classroom practices.
3.6	Assists in curriculum and instructional alignment and implementation.
3.7	Assists classroom teachers in implementing new teaching strategies and with formative, summative, interim-, and state-level assessment strategies and data review.

NOTES ON STANDARD 3

STANDARD 4 --Collaboration

A CIA Specialist promotes the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

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

NOTES ON STANDARD 4

STANDARD 5 -- Integrity, Fairness, Ethics

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

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

NOTES ON STANDARD 5

STANDARD 6 -- Technology

A CIA Specialist assists teachers in their effort to use 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 Assists teachers in using available technology to design and plan instruction.
- 6.2 Assists teachers in using available technology to implement instruction that facilitates student learning.
- 6.3 Assists teachers with integrating student use of available technology into instruction.
- 6.4 Assists teachers in using technology to assess and communicate student learning.
- 6.5 Assists teachers with demonstrating the ethical and legal use of technology.

NOTES ON STANDARD 6

STANDARD 7 -- Professional Responsibility

A CIA Specialist meets local school district job expectations and requirements in job description.

- 7.1 Follows proper channels to address issues and problems.
- 7.2 Meets assigned time frames as stipulated.
- 7.3 Serves on various school/district committees.
- 7.4 Follows school/district/BOE policies & procedures.
- 7.5 Performs other (out-of-class) duties and responsibilities consistent with job expectations.
- 7.6 Adheres to the state Professional Code of Ethics.
- 7.7 Demonstrates punctuality and good attendance.
- 7.8 Builds positive interpersonal relationships with students, staff, parents, and others.

NOTES ON STANDARD 7

CIA SPECIALIST COMMENTS

EVALUATOR COMMENTS

CIA SPECIALIST SIGNATURE

EVALUATOR SIGNATURE

DATE OF OBSERVATION

TIME OF OBSERVATION

DATE OF CONFERENCE

TIME OF CONFERENCE

Professional Growth Plan Directions with CIA Specialist Standards

Instructions for Completing the Individual Growth Plan

This plan is to be completed by the employee with assistance from the immediate supervisor completing the evaluation within thirty days of employment (new employees) or after the summative evaluation conference (returning employees). Supervisors are also encouraged to check with employees during the year to assess mid-term progress toward goals.

- 1. Alignment with School Improvement Initiatives** - The professional growth plan should align with the Comprehensive District and/or School Improvement Plan or other evaluation data. Determine the reason for or the identified need for developing the plan.
- 2. Standards** - Choose one of the appropriate standards.
- 3. Performance Criteria** - Identify performance criteria. Performance Criteria are listed under each standard on the formative evaluation form.
- 4. Growth Objective(s) Goal(s)** - Identify the specific goal(s) or objective(s) you plan to develop. It is appropriate to review your evaluation for any identified professional growth needs. The goal(s) should be **SMART**. Strategic, Measurable, Aligned to student learning needs, Results driven, and Time Significant
Examples:
 1. By the end of the first quarter, I will be able to show how the results of two formative assessments enabled me to adjust instruction so that my students achieved at higher levels.
 2. In each unit plan that I develop, I will incorporate the use of the interactive board at least once as a formative assessment tool and at least once as a tool to extend classroom learning.
- 5. Present Professional Development Stage** - Select one which matches your personal stage of growth:
Orientation/Awareness - Practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program.
Preparation/Application - Practitioners develop the skills and processes to begin program implementation.
Implementation/Management - Practitioners learn to master the required tasks for implementation of the program in their workplace.
Refinement/Impact - Practitioners vary the use of practices to achieve maximum impact on student achievement.

6. Date Plan is Developed

7. Date Plan is Reviewed and/or Completed

=====

Choose appropriate standards for growth from personal self-reflection or summative evaluation conference.

STANDARD 1 – Vision

STANDARD 2 – School Culture

STANDARD 3 – Curriculum, Instruction, & Assessment

STANDARD 4 – Collaboration

STANDARD 5 – Integrity, Fairness, Ethics

STANDARD 6 – Technology

STANDARD 7 – Professional Responsibility

SIMPSON COUNTY SCHOOLS		COUNSELOR DATA COLLECTION SUMMARY AND CONFERRING FORM		
NAME OF COUNSELOR	GRADE(S)	SCHOOL YEAR		
NAME OF SCHOOL	NAME OF EVALUATOR	POSITION		

STANDARD 1 -- Plans, Organizes and delivers guidance program

HOLISTIC SCORING OF STANDARD 1	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D			Does Not Apply NA	
				E	M	G	D	NA
1.1	Designs a counseling program to meet the needs of the school.			E	M	G	D	NA
1.2	Demonstrates positive interpersonal, caring, and nurturing relationships with students.			E	M	G	D	NA
1.3	Demonstrates positive interpersonal relationships with staff.			E	M	G	D	NA
1.4	Demonstrates positive interpersonal relationships with parents and guardians.			E	M	G	D	NA
1.5	Works with advisory council to establish goals for the guidance program.			E	M	G	D	NA
1.6	Ensures that the guidance program supports the CSIP.			E	M	G	D	NA

NOTES ON STANDARD 1

STANDARD 2 -- Supports schools academic goals

HOLISTIC SCORING OF STANDARD 2	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D			Does Not Apply NA	
				E	M	G	D	NA
2.1	Teaches school guidance units effectively.			E	M	G	D	NA
2.2	Develops materials and instructional strategies to meet students needs and school goals.			E	M	G	D	NA
2.3	Supports teachers in implementation of effective instruction strategies.			E	M	G	D	NA
2.4	Evaluates the results of the curriculum's impact.			E	M	G	D	NA
2.5	Encourages staff involvement in the guidance program.			E	M	G	D	NA

NOTES ON STANDARD 2

STANDARD 3 -- Individual and small group counseling

HOLISTIC SCORING OF STANDARD 3	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D			Does Not Apply NA	
				E	M	G	D	NA
3.1	Provide a safe, confidential setting in which students present their needs and concerns.			E	M	G	D	NA
3.2	Responds to crisis, intervenes in problem/conflict situations and conducts follow-up sessions.			E	M	G	D	NA
3.3	Communicates empathy and understanding.			E	M	G	D	NA
3.4	Utilizes a broad range of techniques and accepted theories appropriate to school counseling.			E	M	G	D	NA
3.5	Utilizes assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).			E	M	G	D	NA
3.6	Makes referrals to community agencies.			E	M	G	D	NA
3.7	Intervene in problem/conflict situations and conduct follow-up sessions.			E	M	G	D	NA

NOTES ON STANDARD 3

STANDARD 4 -- Guides students and parents/guardians through the development of educational and career plans

HOLISTIC SCORING OF STANDARD 4	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D		Does Not Apply NA		
				E	M	G	D	NA
4.1	Works with families to help students establish goals and develop career plans at a level appropriate for their age.			E	M	G	D	NA
4.2	Uses assessments and interpretation of assessment data to guide establishment of goals.			E	M	G	D	NA
4.3	Guides implementation and usage of ILP's by students parents and teachers.			E	M	G	D	NA
NOTES ON STANDARD 4								

STANDARD 5 -- System support

HOLISTIC SCORING OF STANDARD 5	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D		Does Not Apply NA		
				E	M	G	D	NA
5.1	Assists in administration of state and district assessments.			E	M	G	D	NA
5.2	Communicates with parents about assessment results.			E	M	G	D	NA
5.3	Assists in coordination of programs for special populations such as ESL, and students with disabilities.			E	M	G	D	NA
5.4	Monitors student progress and responds appropriately.			E	M	G	D	NA
5.4	Coordinates or assists in development of master schedule and class assignments for students.			E	M	G	D	NA
5.5	Develops plans to assist in student transitions from school to school.			E	M	G	D	NA
5.6	Coordinates student records to ensure confidentiality.			E	M	G	D	NA
NOTES ON STANDARD 5								

STANDARD 6 -- Establishes goals and uses data

HOLISTIC SCORING OF STANDARD 6	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D		Does Not Apply NA		
				E	M	G	D	NA
6.1	Develops career, personal social, academic goals, and goals designed to eliminate achievement gaps and gathers data to measure progress toward those goals.			E	M	G	D	NA
6.2	Uses data to make revisions to the guidance program.			E	M	G	D	NA
6.3	Reports to SBDM on goals and progress toward goals.			E	M	G	D	NA
NOTES ON STANDARD 6								

STANDARD 7 -- Adheres to professional standards

HOLISTIC SCORING OF STANDARD 7	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D		Does Not Apply NA		
				E	M	G	D	NA
7.1	Adheres to professional codes of ethics of American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.			E	M	G	D	NA
7.2	Adheres to federal/state laws and regulations related to education and child protection.			E	M	G	D	NA
7.3	Is responsible for on-going professional development.			E	M	G	D	NA
7.4	Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action.			E	M	G	D	NA
7.5	Is knowledgeable of the position statements of the American School Counselor Association.			E	M	G	D	NA
7.6	Uses a master calendar to plan activities throughout the year, and posts a weekly or monthly schedule.			E	M	G	D	NA
7.7	Identifies activities that would be in conflict with the primary role of the school counselor and advocates for the best practices of the profession.			E	M	G	D	NA

NOTES ON STANDARD 7

STANDARD 8 -- Supports teachers in classroom management and implementation of school wide expectations

HOLISTIC SCORING OF STANDARD 8	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D		Does Not Apply NA		
				E	M	G	D	NA
8.1	Works with school wide positive behavior support team to analyze discipline data.			E	M	G	D	NA
8.2	Works with Positive Behavior support team to develop universal strategies, targeted strategies, and intensive strategies to deal with student behavioral issues.			E	M	G	D	NA
8.3	Meets with teachers to discuss classroom management strategies.			E	M	G	D	NA
8.4	Models effective classroom management techniques for teachers.			E	M	G	D	NA

NOTES ON STANDARD 8

STANDARD 9 -- Engages in annual program review

HOLISTIC SCORING OF STANDARD 9	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D		Does Not Apply NA		
				E	M	G	D	NA
9.1	Establishes process to evaluate needs of the counseling program.			E	M	G	D	NA
9.2	Shares results of program review with the school principal and SBDM.			E	M	G	D	NA
9.3	Uses information from the annual review to make revisions to the guidance program.			E	M	G	D	NA

NOTES ON STANDARD 9

STANDARD 10 -- Demonstrates implementation of technology

HOLISTIC SCORING OF STANDARD 10	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D		Does Not Apply NA		
				E	M	G	D	NA
10.1	Uses technology to gather and analyze data.			E	M	G	D	NA
10.2	Demonstrates knowledge of student information system and uses it effectively in carrying out job responsibilities.			E	M	G	D	NA
10.3	Uses technology to enhance classroom guidance activities.			E	M	G	D	NA
10.4	Supports teachers in the use of student information system.			E	M	G	D	NA
NOTES ON STANDARD 10								

If one or more standards are marked holistically as "DOES NOT MEET," or if two or more standards are marked holistically as "GROWTH NEEDED," the principal and employee shall work together to develop a Corrective Action Plan to address each standard which has not been holistically met. If only one standard is marked as "GROWTH NEEDED," the employee shall revise his/her Professional Growth Plan to reflect the need for improvement in this area. Anyone having all standards marked holistically as "MEETS" is encouraged to incorporate one or more benchmarks marked lower than "MEETS" into his/her next Professional Growth Plan.

DATE OF OBSERVATION	TIME OF OBSERVATION	DATE OF CONFERENCE	TIME OF CONFERENCE
COUNSELOR COMMENTS		EVALUATOR COMMENTS	
COUNSELOR SIGNATURE		EVALUATOR SIGNATURE	

Employee signature denotes discussion and receipt of this document, but does not necessarily mean agreement with the information contained within. The original shall be maintained in the work location personnel file, and a copy provided to the employee.

SIMPSON COUNTY SCHOOLS		COUNSELOR SUMMATIVE EVALUATION FORM	
(This summative evaluation form summarizes the holistic evaluation of all data collected including formative data, products and performances, professional development activities, conferences, and other documentation.)			
NAME OF COUNSELOR		GRADE(S) OR CONTENT AREA(S)	SCHOOL YEAR
NAME OF SCHOOL		NAME OF EVALUATOR	POSITION

DATE(s) of Formal Observations

1st _____ 2nd _____ 3rd _____ 4th _____

DATE(s) of Formal Conferences

1st _____ 2nd _____ 3rd _____ 4th _____

Ratings:

<u>COUNSELOR Standards:</u>		<u>E</u>	<u>M</u>	<u>GN</u>	<u>DNM</u>
1	Plans organizes and delivers guidance program				
2	Supports schools academic goals				
3	Individual/Small Group Counseling				
4	Guides development of educational and career plans				
5	System support				
6	Establishes goals and uses data				
7	Adheres to professional Standards				
8	Supports classroom management and school wide expectations				
9	Engages in annual program review				
10	Demonstrates Implementation of Technology				

Overall rating:

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

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

Counselor's Comments:

Evaluator's Comments:

This section to be completed and signed after all information above has been completed and discussed:

Counselor: _____ Agrees with this summative evaluation
 _____ Disagrees with this summative evaluation

Signature

Date

Evaluator:

Signature

Date

(Opportunities for appeal processes at both the local and state levels are a part of the Simpson County Bd. Of Education District Certified Growth and Evaluation Plan. Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704KAR3:345 Sections 7,8,9 and the local district plan.)

Return this original document to the district's Personnel office no later than May 30 of the school year. Provide a copy to the employee, and keep a copy in the employee's school personnel file.

SIMPSON COUNTY SCHOOLS		COUNSELOR SELF-REFLECTION FORM	
NAME OF COUNSELOR	GRADE(S)	SCHOOL YEAR	
NAME OF SCHOOL	NAME OF EVALUATOR		

STANDARD 1 -- Plans, Organizes and delivers guidance program	
1.1	Designs a counseling program to meet the needs of the school.
1.2	Demonstrates positive interpersonal, caring, and nurturing relationships with students.
1.3	Demonstrates positive interpersonal relationships with staff.
1.4	Demonstrates positive interpersonal relationships with parents and guardians.
1.5	Works with advisory council to establish goals for the guidance program.
1.6	Ensures that the guidance program supports the CSIP.

NOTES ON STANDARD 1	

STANDARD 2 -- Supports schools academic goals	
2.1	Teaches school guidance units effectively.
2.2	Develops materials and instructional strategies to meet students needs and school goals.
2.3	Supports teachers in implementation of effective instruction strategies.
2.4	Evaluates the results of the curriculum's impact.
2.5	Encourages staff involvement in the guidance program.

NOTES ON STANDARD 2	

STANDARD 3 -- Individual and small group counseling	
3.1	Provide a safe, confidential setting in which students present their needs and concerns.
3.2	Responds to crisis, Intervenes in problem/conflict situations and conducts follow-up sessions.
3.3	Communicates empathy and understanding.
3.4	Utilizes a broad range of techniques and accepted theories appropriate to school counseling.
3.5	Utilizes assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).
3.6	Makes referrals to community agencies.
3.7	Intervene in problem/conflict situations and conduct follow-up sessions.

NOTES ON STANDARD 3	

STANDARD 4 -- Guides students and parents/guardians through the development of educational and career plans	
4.1	Works with families to help students establish goals and develop career plans at a level appropriate for their age.
4.2	Uses assessments and interpretation of assessment data to guide establishment of goals.
4.3	Guides implementation and usage of ILP's by students parents and teachers.

NOTES ON STANDARD 4	

STANDARD 5 -- System support	
5.1	Assists in administration of state and district assessments.
5.2	Communicates with parents about assessment results.
5.3	Assists in coordination of programs for special populations such as ESL, and students with disabilities.
5.4	Monitors student progress and responds appropriately.
5.4	Coordinates or assists in development of master schedule and class assignments for students.
5.5	Develops plans to assist in student transitions from school to school.
5.6	Coordinates student records to ensure confidentiality.
NOTES ON STANDARD 5	
STANDARD 6 -- Establishes goals and uses data	
6.1	Develops career, personal social, academic goals, and goals designed to eliminate achievement gaps and gathers data to measure progress toward those goals.
6.2	Uses data to make revisions to the guidance program.
6.3	Reports to SBDM on goals and progress toward goals.
NOTES ON STANDARD 6	
STANDARD 7 -- Adheres to professional standards	
7.1	Adheres to professional codes of ethics of American Counseling Association, American School
7.2	Adheres to federal/state laws and regulations related to education and child protection.
7.3	Is responsible for on-going professional development.
7.4	Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
7.5	Is knowledgeable of the position statements of the American School Counselor Association.
7.6	Uses a master calendar to plan activities throughout the year, and posts a weekly or monthly schedule.
7.7	Identifies activities that would be in conflict with the primary role of the school counselor and advocates for the best practices of the profession.
NOTES ON STANDARD 7	
STANDARD 8 -- Supports teachers in classroom management and implementation of school wide expectations	
8.1	Works with school wide positive behavior support team to analyze discipline data.
8.2	Works with Positive Behavior support team to develop universal strategies, targeted strategies, and intensive strategies to deal with student behavioral issues.
8.3	Meets with teachers to discuss classroom management strategies.
8.4	Models effective classroom management techniques for teachers.
NOTES ON STANDARD 8	

STANDARD 9 -- Engages in annual program review	
9.1	Establishes process to evaluate needs of the counseling program.
9.2	Shares results of program review with the school principal and SBDM.
9.3	Uses information from the annual review to make revisions to the guidance program.
NOTES ON STANDARD 9	
STANDARD 10 -- Demonstrates implementation of technology	
10.1	Uses technology to gather and analyze data.
10.2	Demonstrates knowledge of student information system and uses it effectively in carrying out job responsibilities.
10.3	Uses technology to enhance classroom guidance activities.
10.4	Supports teachers in the use of student information system.
NOTES ON STANDARD 10	

DATE OF OBSERVATION	TIME OF OBSERVATION	DATE OF CONFERENCE	TIME OF CONFERENCE
COUNSELOR COMMENTS		EVALUATOR COMMENTS	
COUNSELOR SIGNATURE		EVALUATOR SIGNATURE	

Professional Growth Plan Directions with Counselor Standards

Instructions for Completing the Individual Growth Plan

This plan is to be completed by the employee with assistance from the immediate supervisor completing the evaluation within thirty days of employment (new employees) or after the summative evaluation conference (returning employees). Supervisors are also encouraged to check with employees during the year to assess mid-term progress toward goals.

1. Alignment with School Improvement Initiatives - The professional growth plan should align with the Comprehensive District and/or School Improvement Plan or other evaluation data. Determine the reason for or the identified need for developing the plan.

2. Standards - Choose one of the appropriate standards.

3. Performance Criteria - Identify performance criteria. Performance Criteria are listed under each standard on the formative evaluation form.

4. Growth Objective(s) Goal(s) - Identify the specific goal(s) or objective(s) you plan to develop. It is appropriate to review your evaluation for any identified professional growth needs. The goal(s) should be **SMART**. Strategic, Measurable, Aligned to student learning needs, Results driven, and Time Significant

Examples:

1. By the end of the first quarter, I will be able to show how the results of two formative assessments enabled me to adjust instruction so that my students achieved at higher levels.
2. In each unit plan that I develop, I will incorporate the use of the interactive board at least once as a formative assessment tool and at least once as a tool to extend classroom learning.

5. Present Professional Development Stage - Select one which matches your personal stage of growth:

Orientation/Awareness - Practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program.

Preparation/Application - Practitioners develop the skills and processes to begin program implementation.

Implementation/Management - Practitioners learn to master the required tasks for implementation of the program in their workplace.

Refinement/Impact - Practitioners vary the use of practices to achieve maximum impact on student achievement.

6. Date Plan is Developed

7. Date Plan is Reviewed and/or Completed

=====

Choose appropriate standards for growth from personal self-reflection or summative evaluation conference.

STANDARD 1 – Plans organizes and delivers guidance program

STANDARD 2 – Supports schools academic goals

STANDARD 3 – Individual/Small group counseling

STANDARD 4 – Guides development of educational and career plans

STANDARD 5 – System support

STANDARD 6 – Establishes goals and uses data

STANDARD 7 – Adheres to professional standards

STANDARD 8 – Supports classroom management and school wide expectations

STANDARD 9 – Engages in annual program review

STANDARD 10 – Demonstrates implementation of technology

SIMPSON COUNTY SCHOOLS		LIBRARY MEDIA SPECIALIST DATA COLLECTION SUMMARY AND CONFERENCING FORM		
NAME OF LIBRARY MEDIA SPECIALIST		GRADE(S)		SCHOOL YEAR
NAME OF SCHOOL		NAME OF EVALUATOR		

STANDARD 1 -- DEMONSTRATES PROFICIENCY IN THE MANAGEMENT AND ADMINISTRATION OF THE LIBRARY MEDIA CENTER								
HOLISTIC SCORING OF STANDARD 1	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D	Does Not Apply NA			
1.1	Plans long-range goals of the library media center program with faculty, administration, and students.			E	M	G	D	NA
1.2	Plans the budget with the administration, school-based councils, and/or advisory committees based on the needs and objectives of the library media center program.			E	M	G	D	NA
1.3	Administers the budget according to the goals and objectives of the program.			E	M	G	D	NA
1.4	Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.			E	M	G	D	NA
1.5	Develops library media center policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.			E	M	G	D	NA
1.6	Administers a library media program that utilizes flexible access.			E	M	G	D	NA
1.7	Develops plans for maintaining a technologically current facility and program.			E	M	G	D	NA
1.8	Organizes, classifies, and catalogs library materials, following nationally recognized professional standards such as Anglo American Cataloging Rules (AACR2), latest edition Dewey or Library of Congress, and/or MARC format.			E	M	G	D	NA
1.9	Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.			E	M	G	D	NA
1.10	Evaluates programs, services, facilities, and materials informally and formally on a continuous basis - identifying strengths and weaknesses.			E	M	G	D	NA
1.11	Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.			E	M	G	D	NA
1.12	Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.			E	M	G	D	NA
1.13	Is responsible for the proper use of the facility, materials, and equipment.			E	M	G	D	NA
1.14	May plan and/or participate in special projects or proposals, e.g. book fairs.			E	M	G	D	NA
1.15	Trains and supervises library media center clerical staff, volunteers, and student helpers.			E	M	G	D	NA

NOTES ON STANDARD 1

STANDARD 2 -- PROVIDES EXEMPLARY RESOURCES THROUGH COLLECTION DEVELOPMENT

HOLISTIC SCORING OF STANDARD 2	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D		Does Not Apply NA		
2.1	Follows the district approved selection policy which includes a procedure for the reconsideration of materials.			E	M	G	D	NA
2.2	Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.			E	M	G	D	NA
2.3	Chooses materials using selection tools, bibliographies, periodical reviews, workshop, and professional judgment recommendations.			E	M	G	D	NA
2.4	Maintains a professional collection.			E	M	G	D	NA
2.5	Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy.			E	M	G	D	NA
2.6	Keeps a card or automated catalog current.			E	M	G	D	NA
2.7	Maintains statistical records and shelflist needed to verify collection of the library media center holdings.			E	M	G	D	NA
2.8	Makes general repairs, weeds collection, and takes annual inventory.			E	M	G	D	NA

NOTES ON STANDARD 2

STANDARD 3 -- PROVIDES EFFECTIVE LIBRARY MEDIA SERVICES

HOLISTIC SCORING OF STANDARD 3	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D		Does Not Apply NA		
3.1	Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.			E	M	G	D	NA
3.2	Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.			E	M	G	D	NA
3.3	Participates as a member of the instructional team's) in curriculum development projects and plans regularly with teachers.			E	M	G	D	NA
3.4	Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.			E	M	G	D	NA
3.5	Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.			E	M	G	D	NA
3.6	Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and electronic materials.			E	M	G	D	NA
3.7	Assists faculty in the selection of materials to supplement instruction.			E	M	G	D	NA
3.8	Establishes positive rapport with staff and students.			E	M	G	D	NA
3.9	Makes the library media center and its resources accessible to students and faculty.			E	M	G	D	NA
3.10	Provides orientation for new faculty and students.			E	M	G	D	NA
3.11	Maintains effective communications with staff and students, e.g. informs faculty and students of new acquisitions and services.			E	M	G	D	NA
3.12	Facilitates the circulation of materials among schools in the district or with other agencies.			E	M	G	D	NA
3.13	Is available as a personal resource for all students and faculty.			E	M	G	D	NA
3.14	Provides the resources and promotes recreational reading for the school community.			E	M	G	D	NA

NOTES ON STANDARD 3

STANDARD 4 -- ENABLES STUDENTS TO BECOME EFFECTIVE INFORMATION USERS

HOLISTIC SCORING OF STANDARD 4	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D		Does Not Apply NA		
				D	D	NA	NA	
4.1	Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of education reform and the academic expectations.			E	M	G	D	NA
4.2	Informally evaluates individual and group needs and provides appropriate learning experiences.			E	M	G	D	NA
4.3	Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.			E	M	G	D	NA
4.4	Provides for independent and cooperative group learning.			E	M	G	D	NA
4.5	Guides students in the selection of appropriate resources.			E	M	G	D	NA
4.6	Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.			E	M	G	D	NA
4.7	Promotes appreciation of various forms of literature emphasizing the highest quality.			E	M	G	D	NA
4.8	Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills, and to become skilled in all modes of communications.			E	M	G	D	NA
4.9	Incorporates the use of technology in accessing information.			E	M	G	D	NA
4.10	Assists students in the use of multi-media for completed projects.			E	M	G	D	NA

NOTES ON STANDARD 4

STANDARD 5 -- DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY

Uses technology to support instruction, access and manipulate data, enhance professional growth and productivity, communicate and collaborate with colleagues, parents, and the community, and conducts research.

HOLISTIC SCORING OF STANDARD 5	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D		Does Not Apply NA		
				D	D	NA	NA	
5.1	Operates a multimedia computer and peripherals to install and use a variety of software.			E	M	G	D	NA
5.2	Uses terminology related to computers and technology appropriately in written and verbal communication.			E	M	G	D	NA
5.3	Demonstrates knowledge of the use of technology in business, industry, and society.			E	M	G	D	NA
5.4	Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections/installations.			E	M	G	D	NA
5.5	Creates multimedia presentations using scanners, digital cameras, and video cameras.			E	M	G	D	NA
5.6	Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.			E	M	G	D	NA
5.7	Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.			E	M	G	D	NA
5.8	Requests and uses appropriate assistive and adaptive devices for students with special needs.			E	M	G	D	NA
5.9	Designs lessons that use technology to address diverse student needs and learning styles.			E	M	G	D	NA
5.10	Practices equitable and legal use of computers and technology in professional activities.			E	M	G	D	NA
5.11	Facilitates the lifelong learning of self and others through the use of technology.			E	M	G	D	NA
5.12	Explores, uses, and evaluates technology resources (software, applications, related documentation, etc.).			E	M	G	D	NA

5.13	Applies research-based instructional practices that use computers and other technology.	E	M	G	D	NA
5.14	Uses computers and other technology for individual, small group, and large group learning activities.	E	M	G	D	NA
5.15	Uses technology to support multiple assessments of student learning.	E	M	G	D	NA
5.16	Instructs and supervises students in the ethical and legal use of technology.	E	M	G	D	NA

NOTES ON STANDARD 5

STANDARD 6 -- EXHIBITS PROFESSIONAL RESPONSIBILITY

The library media specialist meets local school district job expectations and requirements in job description.

HOLISTIC SCORING OF STANDARD 6	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D	Does Not Apply NA			
6.1	Follows proper channels to address issues and problems.			E	M	G	D	NA
6.2	Meets assigned timeframes as stipulated.			E	M	G	D	NA
6.3	Serves on various school/district committees.			E	M	G	D	NA
6.4	Follows school/district/BOE policies & procedures.			E	M	G	D	NA
6.5	Performs other (out-of-class) duties and responsibilities consistent with job expectations.			E	M	G	D	NA
6.6	Adheres to state Professional Code of Ethics.			E	M	G	D	NA
6.7	Demonstrates punctuality and good attendance for all duties.			E	M	G	D	NA
6.8	Builds positive interpersonal relationships with students, educational staff, parents, and others.			E	M	G	D	NA

NOTES ON STANDARD 6

If one or more standards are marked holistically as "DOES NOT MEET," or if two or more standards are marked holistically as "GROWTH NEEDED," the principal and teacher shall work together to develop a Corrective Action Plan to address each standard which has not been holistically met. If only one standard is marked as "GROWTH NEEDED," the teacher shall revise his/her Professional Growth Plan to reflect the need for improvement in this area. Any teacher having all standards marked holistically as "MEETS" is encouraged to incorporate one or more benchmarks marked lower than "MEETS" into his/her next Professional Growth Plan.

DATE OF OBSERVATION	TIME OF OBSERVATION	DATE OF CONFERENCE	TIME OF CONFERENCE
LIBRARY MEDIA SPECIALIST COMMENTS		EVALUATOR COMMENTS	
EMPLOYEE SIGNATURE		EVALUATOR SIGNATURE	

Employee signature denotes discussion and receipt of this document, but does not necessarily mean agreement with the information contained within. The original shall be maintained in the work location personnel file, and a copy provided to employee.

SIMPSON COUNTY SCHOOLS		LIBRARY MEDIA SPECIALIST SELF-REFLECTION FORM	
NAME OF LIBRARY MEDIA SPECIALIST	GRADE(S)	SCHOOL YEAR	
NAME OF SCHOOL	NAME OF EVALUATOR		

STANDARD 1 -- DEMONSTRATES PROFICIENCY IN THE MANAGEMENT AND ADMINISTRATION OF THE LIBRARY MEDIA CENTER	
1.1	Plans long-range goals of the library media center program with faculty, administration, and students.
1.2	Plans the budget with the administration, school-based councils, and/or advisory committees based on the needs and objectives of the library media center program.
1.3	Administers the budget according to the goals and objectives of the program.
1.4	Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.
1.5	Develops library media center policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.
1.6	Administers a library media program that utilizes flexible access.
1.7	Develops plans for maintaining a technologically current facility and program.
1.8	Organizes, classifies, and catalogs library materials, following nationally recognized professional standards such as Anglo American Cataloging Rules (AACR2), latest edition Dewey or Library of Congress, and/or MARC format.
1.9	Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.
1.10	Evaluates programs, services, facilities, and materials informally and formally on a continuous basis - identifying strengths and weaknesses.
1.11	Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.
1.12	Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.
1.13	Is responsible for the proper use of the facility, materials, and equipment.
1.14	May plan and/or participate in special projects or proposals, e.g. book fairs.
1.15	Trains and supervises library media center clerical staff, volunteers, and student helpers.

NOTES ON STANDARD 1

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STANDARD 2 -- PROVIDES EXEMPLARY RESOURCES THROUGH COLLECTION DEVELOPMENT	
2.1	Follows the district approved selection policy which includes a procedure for the reconsideration of materials.
2.2	Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.
2.3	Chooses materials using selection tools, bibliographies, periodical reviews, workshop, and professional judgment recommendations.
2.4	Maintains a professional collection.
2.5	Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy.
2.6	Keeps a card or automated catalog current.
2.7	Maintains statistical records and shelflist needed to verify collection of the library media center holdings.
2.8	Makes general repairs, weeds collection, and takes annual inventory.

NOTES ON STANDARD 2

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STANDARD 3 -- PROVIDES EFFECTIVE LIBRARY MEDIA SERVICES	
3.1	Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.
3.2	Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.
3.3	Participates as a member of the instructional team's) in curriculum development projects and plans regularly with teachers.
3.4	Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.
3.5	Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.
3.6	Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and electronic materials.
3.7	Assists faculty in the selection of materials to supplement instruction.
3.8	Establishes positive rapport with staff and students.
3.9	Makes the library media center and its resources accessible to students and faculty.
3.10	Provides orientation for new faculty and students.
3.11	Maintains effective communications with staff and students, e.g. informs faculty and students of new acquisitions and services.
3.12	Facilitates the circulation of materials among schools in the district or with other agencies.
3.13	Is available as a personal resource for all students and faculty.
3.14	Provides the resources and promotes recreational reading for the school community.
NOTES ON STANDARD 3	
STANDARD 4 -- ENABLES STUDENTS TO BECOME EFFECTIVE INFORMATION USERS	
4.1	Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of education reform and the academic expectations.
4.2	Informally evaluates individual and group needs and provides appropriate learning experiences.
4.3	Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.
4.4	Provides for independent and cooperative group learning.
4.5	Guides students in the selection of appropriate resources.
4.6	Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.
4.7	Promotes appreciation of various forms of literature emphasizing the highest quality.
4.8	Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills, and to become skilled in all modes of communications.
4.9	Incorporates the use of technology in accessing information.
4.10	Assists students in the use of multi-media for completed projects.
NOTES ON STANDARD 4	

STANDARD 5 -- DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY

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

NOTES ON STANDARD 5**STANDARD 6 -- EXHIBITS PROFESSIONAL RESPONSIBILITY**

The library media specialist meets local school district job expectations and requirements in job description.

6.1	Follows proper channels to address issues and problems.
6.2	Meets assigned timeframes as stipulated.
6.3	Serves on various school/district committees.
6.4	Follows school/district/BOE policies & procedures.
6.5	Performs other (out-of-class) duties and responsibilities consistent with job expectations.
6.6	Adheres to state Professional Code of Ethics.
6.7	Demonstrates punctuality and good attendance for all duties.
6.8	Builds positive interpersonal relationships with students, educational staff, parents, and others.

NOTES ON STANDARD 6

DATE OF OBSERVATION	TIME OF OBSERVATION	DATE OF CONFERENCE	TIME OF CONFERENCE
LIBRARY MEDIA SPECIALIST COMMENTS		EVALUATOR COMMENTS	
EMPLOYEE SIGNATURE		EVALUATOR SIGNATURE	

Professional Growth Plan Directions with Library Media Specialist Standards

Instructions for Completing the Individual Growth Plan

This plan is to be completed by the employee with assistance from the immediate supervisor completing the evaluation within thirty days of employment (new employees) or after the summative evaluation conference (returning employees). Supervisors are also encouraged to check with employees during the year to assess mid-term progress toward goals.

1. Alignment with School Improvement Initiatives - The professional growth plan should align with the Comprehensive District and/or School Improvement Plan or other evaluation data. Determine the reason for or the identified need for developing the plan.

2. Standards - Choose one of the appropriate standards.

3. Performance Criteria - Identify performance criteria. Performance Criteria are listed under each standard on the formative evaluation form.

4. Growth Objective(s) Goal(s) - Identify the specific goal(s) or objective(s) you plan to develop. It is appropriate to review your evaluation for any identified professional growth needs. The goal(s) should be **SMART**. Strategic, Measurable, Aligned to student learning needs, Results driven, and Time Significant

Examples:

1. By the end of the first quarter, I will be able to show how the results of two formative assessments enabled me to adjust instruction so that my students achieved at higher levels.
2. In each unit plan that I develop, I will incorporate the use of the interactive board at least once as a formative assessment tool and at least once as a tool to extend classroom learning.

5. Present Professional Development Stage - Select one which matches your personal stage of growth:
Orientation/Awareness - Practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program.

Preparation/Application - Practitioners develop the skills and processes to begin program implementation.

Implementation/Management - Practitioners learn to master the required tasks for implementation of the program in their workplace.

Refinement/Impact - Practitioners vary the use of practices to achieve maximum impact on student achievement.

6. Date Plan is Developed

7. Date Plan is Reviewed and/or Completed

=====

Choose appropriate standards for growth from personal self-reflection or summative evaluation conference.

STANDARD 1 – Demonstrates proficiency in the management of the library media center

STANDARD 2 – Provides exemplary resources through collection development

STANDARD 3 – Provides effective library media services

STANDARD 4 – Enables students to become effective information users

STANDARD 5 – Implements technology standards

STANDARD 6 – Exhibits professional responsibility

SIMPSON COUNTY SCHOOLS		CENTRAL OFFICE ADMINISTRATOR DATA COLLECTION SUMMARY AND CONFERENCING FORM				
NAME OF ADMINISTRATOR		WORK LOCATION			SCHOOL YEAR	
NAME OF SCHOOL		NAME OF EVALUATOR			POSITION	
STANDARD 1 -- ORGANIZES USE OF FACILITY/RESOURCES						
HOLISTIC SCORING OF STANDARD 1	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D	Does Not Apply NA	
Performances – The central office administrator:						
1.1	Uses federal, district, state, and/or school council policies/guidelines (and staff input) when			E	M	NA
1.2	Collaborates with staff to develop safe practices for curricular/extra-curricular activities.			E	M	NA
1.3	Promotes a clean, healthy environment by providing personnel and students with plans/practices to follow.			E	M	NA
1.4	Maintains and supervises schedules of duties, including appropriate timeframes, for all assigned certified/classified personnel.			E	M	NA
1.5	Maintains and supervises budgets for all organizational functions/activities by involving appropriate personnel.			E	M	NA
1.6	Maintains a recordkeeping system for operational and organizational functions/activities that is effective/efficient and in compliance with local, state, and/or federal regulations/policies.			E	M	NA
1.7	Utilizes technologies when developing/organizing/revising plans, schedules, procedures, and recordkeeping.			E	M	NA
1.8	Develops personal schedules of duties, including appropriate timeframes, throughout calendar year.			E	M	NA
1.9	Provides opportunities that encourage collaboration among others in the use of resources.			E	M	NA
NOTES ON STANDARD 1						
STANDARD 2 -- MANAGES USE OF FACILITY/RESOURCES						
HOLISTIC SCORING OF STANDARD 2	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D	Does Not Apply NA	
Performances – The central office administrator:						
2.1	Follows school council/district procedures to assure the proper implementation of operational and organizational plans/schedules.			E	G	NA
2.2	Maintains a fiscal recordkeeping process that is accurate, current for all organizational functions.			E	G	NA
2.3	Monitors activities and procedures used by certified/classified staff to maintain a clean, healthy, and safe environment.			E	G	NA
2.4	Evaluates (with appropriate staff and/or school council) effectiveness of operational/organizational plans and procedures.			E	G	NA
2.5	Solicits input from others when developing and revising operational/organizational plans and procedures.			E	G	NA
2.6	Evaluates/monitors/revises schedules and duties of classified personnel, certified personnel, and self to meet the needs of students and to improve instruction as established by the district.			E	G	NA
2.7	Assists staff in prioritizing assignments/responsibilities.			E	G	NA
2.8	Negotiates (with appropriate staff) realistic timeframe(s) for completion of assignments/duties.			E	G	NA
2.9	Maintains accurate and thorough district/school records (e.g., staff and student punctuality, attendance, performances).			E	G	NA
2.10	Monitors programs, facility(ies), and operation(s) and recommends improvements.			E	G	NA
2.11	Implements policies set by school council/district.			E	G	NA

NOTES ON STANDARD 2

STANDARD 3 -- Management

HOLISTIC SCORING OF STANDARD 3	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D	Does Not Apply NA		
Performances – The central office administrator:							
3.1	Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions.			E	G	D	NA
3.2	Speaks so others can understand.			E	G	D	NA
3.3	Uses correct grammar and pronunciations.			E	G	D	NA
3.4	Writes letters, reports, etc., in a timely, clear, and effective manner.			E	G	D	NA
3.5	Provides open lines of communication with others.			E	G	D	NA
3.6	Communicates through appropriate/designated channels.			E	G	D	NA
3.7	Employs conflict-resolution procedures.			E	G	D	NA
3.8	Shares student expectations and progress with others (e.g., parents, students, personnel, community members).			E	G	D	NA
3.9	Selects appropriate media source(s)/technologies to publicize students' achievements, personnel achievements, school/district activities planned, etc.			E	G	D	NA
3.10	Conducts meetings and conveys essential information in an open manner.			E	G	D	NA
3.11	Solicits input from community members, students, colleagues, etc., about organizational operations.			E	G	D	NA
3.12	Acts and reacts in a positive, constructive, and mutually respectful manner when dealing with others.			E	G	D	NA
3.13	Communicates expectations for the organization and staff in compliance with school council or district policy.			E	G	D	NA
3.14	Demonstrates trustworthiness in all communications.			E	G	D	NA
3.15	Represents the school/district in the community.			E	G	D	NA

NOTES ON STANDARD 3

STANDARD 4 --Collaboration

HOLISTIC SCORING OF STANDARD 4	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D	Does Not Apply NA			
Performances – The central office administrator:								
4.1	Prepares/coordinates the development of curriculum, projects, reports, goals, and plans that reflect district/state and school council goals and objectives.			E	M	G	D	NA
4.2	Analyzes and shares the results of student progress toward meeting academic expectations/district or school council goals.			E	M	G	D	NA
4.3	Promotes and assists in implementing instructional activities to increase student performance/achievement.			E	M	G	D	NA
4.4	Implements district evaluation/professional growth plan for instructional/organizational improvements.			E	M	G	D	NA
4.5	Incorporates a system of regular curriculum analysis and works with the school council or district to make revisions base upon assessments and student, teacher, parents, and community needs/input.			E	M	G	D	NA
4.6	Coordinates the implementation of instructional strategies and practices that accommodate the needs of all students.			E	M	G	D	NA

4.7	Collaborates with others (students, teachers, school administrators, parents, others) to support the delivery of a performance-based curriculum with "real-life" applications.	E	M	G	D	NA
4.8	Models effective teaching and leadership techniques when conducting meetings/presentations.	E	M	G	D	NA
4.9	Provides direction for and assistance with curriculum integration activities/curriculum alignment.	E	M	G	D	NA
4.10	Applies school council or district disciplinary policies and procedures in a fair, consistent, and constructive manner.	E	M	G	D	NA
4.11	Involves others (parents, community members, and students) in all aspects of curriculum changes/improvement/implementation.	E	M	G	D	NA
4.12	Facilitates the development of school vision/mission/goals.	E	M	G	D	NA
4.13	Facilitates the development of school improvement plans/consolidated plans.	E	M	G	D	NA
4.14	Collaborates with employers, community resources, parents, and post secondary school personnel to provide a system of successful transition to work, to post secondary education, or to the military.	E	M	G	D	NA

NOTES ON STANDARD 4

STANDARD 5 -- Integrity, Fairness, Ethics

HOLISTIC SCORING OF STANDARD 5	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	D o e	Does Not Apply NA
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Performances – The central office administrator:

5.1	Upholds and models Kentucky's School Personnel Code of Ethics.	E	M	G	D	NA
5.2	Uses a variety of sources to evaluate self and to identify needs/managerial improvement.	E	M	G	D	NA
5.3	Develops/reviews a professional growth plan congruent with school/district/KEA goals and missions.	E	M	G	D	NA
5.4	Reviews professional development growth plan annually and revises plan as needs/goals change or as evaluation warrants.	E	M	G	D	NA
5.5	Participates in focused professional development activities (continuing education, workshops, seminars, etc.).	E	M	G	D	NA
5.6	Keeps abreast of current research/theories/practices in educational administration for instructional improvement purposes.	E	M	G	D	NA
5.7	Shares educational materials, information, ideas with colleagues.	E	M	G	D	NA
5.8	Strives to improve leadership, administration, and instruction on a consistent basis.	E	M	G	D	NA
5.9	Maintains appropriate confidentiality regarding students' behaviors and performance, employee evaluation, professional growth plans, etc.	E	M	G	D	NA
5.10	Supports staff in identifying needs, scheduling time, and securing resources for their professional growth activities.	E	M	G	D	NA
5.11	Maintains certification/requirements for personnel evaluator and effective instructional leadership program.	E	M	G	D	NA
5.12	Demonstrates a respect for people of all groups (gender, race, religion, etc.).	E	M	G	D	NA

NOTES ON STANDARD 5

STANDARD 6 -- Political, Economic, Legal								
HOLISTIC SCORING OF STANDARD 6	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D	Does Not Apply NA			
Performances – The central office administrator:								
6.1	Implements/follows district policies and procedures.			E	M	G	D	NA
6.2	Adheres to district expectations/criteria outlined in job description of assigned duties.			E	M	G	D	NA
6.3	Serves as an active participant on school/district committees/councils.			E	M	G	D	NA
6.4	Prepares agenda and materials for both regularly scheduled and other necessary meetings.			E	M	G	D	NA
6.5	Prepares reports in an organized and timely manner as stipulated by district/state policies.			E	M	G	D	NA
6.6	Maintains regular/punctual attendance.			E	M	G	D	NA
6.7	Recommends instructional/facility(ies) changes as needed.			E	M	G	D	NA
6.8	Performs other assignments consistent with contract/job expectations.			E	M	G	D	NA
NOTES ON STANDARD 6								
STANDARD 7 -- DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY								
HOLISTIC SCORING OF STANDARD 11	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D	Does Not Apply NA			
Performances – The central office administrator:								
7.1	Operates a multimedia computer and peripherals to install and use a variety of software.			E	M	G	D	NA
7.2	Uses terminology related to computers and technology appropriately in written and verbal communication.			E	M	G	D	NA
7.3	Demonstrates knowledge of the use of technology in business, industry, and society.			E	M	G	D	NA
7.4	Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections/installations.			E	M	G	D	NA
7.5	Creates multimedia presentations using scanners, digital cameras, and video cameras.			E	M	G	D	NA
7.6	Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.			E	M	G	D	NA
7.7	Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.			E	M	G	D	NA
7.8	Requests and uses appropriate assistive and adaptive devices for students with special needs.			E	M	G	D	NA
7.9	Designs lessons that use technology to address diverse student needs and learning styles.			E	M	G	D	NA
7.10	Practices equitable and legal use of computers and technology in professional activities.			E	M	G	D	NA
7.11	Facilitates the lifelong learning of self and others through the use of technology.			E	M	G	D	NA
7.12	Explores, uses, and evaluates technology resources (software, applications, related documentation, etc.).			E	M	G	D	NA
7.13	Applies research-based instructional practices that use computers and other technology.			E	M	G	D	NA
7.14	Uses computers and other technology for individual, small group, and large group learning activities.			E	M	G	D	NA
7.15	Uses technology to support multiple assessments of student learning.			E	M	G	D	NA
7.16	Instructs and supervises students in the ethical and legal use of technology.			E	M	G	D	NA
NOTES ON STANDARD 7								

STANDARD 8-- Exhibits professional responsibility

An education leader meets local school district job expectations and requirements in job description.

HOLISTIC SCORING OF STANDARD 11	Exceeds The Standard E	Meets The Standard M	Growth Needed On The Standard G	Does Not Meet The Standard D	Does Not Apply NA			
Performances – The central office administrator:								
8.1	Follows proper channels to address issues and problems.			E	M	G	D	NA
8.2	Meets assigned time frames as stipulated.			E	M	G	D	NA
8.3	Serves on various school/district committees.			E	M	G	D	NA
8.4	Follows school/district/BOE policies & procedures.			E	M	G	D	NA
8.5	Performs other duties and responsibilities consistent with job expectations.			E	M	G	D	NA
8.6	Adheres to the state Professional Code of Ethics.			E	M	G	D	NA
8.7	Demonstrates punctuality and good attendance for all duties.			E	M	G	D	NA
8.8	Builds positive interpersonal relationships with students, educational staff, parents, and other community members.			E	M	G	D	NA

If one or more standards are marked holistically as "DOES NOT MEET," or if two or more standards are marked holistically as "GROWTH NEEDED," the evaluator and evaluatee shall develop a Corrective Action Plan to address each standard which has not been holistically met. If only one standard is marked as "GROWTH NEEDED," the administrator shall revise his/her Professional Growth Plan to reflect the need for improvement in this area. Any administrator with all standards marked holistically as "MEETS" is encouraged to incorporate one or more benchmarks marked lower than "MEETS" into his/her next Professional Growth Plan.

ADMINISTRATOR COMMENTS

EVALUATOR COMMENTS

ADMINISTRATOR SIGNATURE

EVALUATOR SIGNATURE

DATE OF OBSERVATION

TIME OF OBSERVATION

DATE OF CONFERENCE

TIME OF CONFERENCE

Administrator signature denotes discussion and receipt of this document, but does not necessarily mean agreement with the information contained within. The original document shall be maintained in the evaluator's working personnel file, and a copy shall be provided to the administrator.

SIMPSON COUNTY SCHOOLS		CENTRAL OFFICE ADMINISTRATOR SUMMATIVE EVALUATION FORM	
(This summative evaluation form summarizes the holistic evaluation of all data collected including formative data, products and performances, professional development activities, conferences, and other documentation.)			
NAME OF ADMINISTRATOR		WORK LOCATION	SCHOOL YEAR
NAME OF SCHOOL		NAME OF EVALUATOR	POSITION

DATE(s) of Formal Observations

1st _____ 2nd _____ 3rd _____ 4th _____

Ratings:

School Administrator Standards:

	<u>E</u>	<u>M</u>	<u>GN</u>	<u>DNM</u>
1 Organizes Use of Facility/Resources				
2 Manage Use of Facility/Resources				
3 Management				
4 Collaboration				
5 Integrity, Fairness, Ethics				
6 Political, Economic, Legal				
7 Demonstrates Implementation of Technology				
8 Exhibits professional responsibility				

Overall rating: _____

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

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

Administrator's Comments: _____

Evaluator's Comments: _____

This section to be completed and signed after all information above has been completed and discussed:

Administrator: _____ Agrees with this summative evaluation
 _____ Disagrees with this summative evaluation

Signature

Date

Evaluator:

Signature

Date

(Opportunities for appeal processes at both the local and state levels are a part of the Simpson County Bd. Of Education District Certified Growth and Evaluation Plan. Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704KAR3:345 Sections 7,8,9 and the local district plan.)

Return this original document to the district's Personnel office no later than May 30 of the school year. Provide a copy to the employee, and keep a copy in the employee's school personnel file.

SIMPSON COUNTY SCHOOLS OFFER EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITIES.

SIMPSON COUNTY SCHOOLS

CENTRAL OFFICE ADMINISTRATOR SELF-REFLECTION FORM

NAME OF ADMINISTRATOR	WORK LOCATION	SCHOOL YEAR
NAME OF SCHOOL	NAME OF EVALUATOR	POSITION

STANDARD 1 -- ORGANIZES USE OF FACILITY/RESOURCES

Performances – The central office administrator:

1.1	Uses federal, district, state, and/or school council policies/guidelines (and staff input) when
1.2	Collaborates with staff to develop safe practices for curricular/extra-curricular activities.
1.3	Promotes a clean, healthy environment by providing personnel and students with plans/practices to follow.
1.4	Maintains and supervises schedules of duties, including appropriate timeframes, for all assigned certified/classified personnel.
1.5	Maintains and supervises budgets for all organizational functions/activities by involving appropriate personnel.
1.6	Maintains a recordkeeping system for operational and organizational functions/activities that is effective/efficient and in compliance with local, state, and/or federal regulations/policies.
1.7	Utilizes technologies when developing/organizing/revising plans, schedules, procedures, and recordkeeping.
1.8	Develops personal schedules of duties, including appropriate timeframes, throughout calendar year.
1.9	Provides opportunities that encourage collaboration among others in the use of resources.

NOTES ON STANDARD 1

STANDARD 2 -- MANAGES USE OF FACILITY/RESOURCES

Performances – The central office administrator:

2.1	Follows school council/district procedures to assure the proper implementation of operational and organizational plans/schedules.
2.2	Maintains a fiscal recordkeeping process that is accurate, current for all organizational functions.
2.3	Monitors activities and procedures used by certified/classified staff to maintain a clean, healthy, and safe environment.
2.4	Evaluates (with appropriate staff and/or school council) effectiveness of operational/organizational plans and procedures.
2.5	Solicits input from others when developing and revising operational/organizational plans and procedures.
2.6	Evaluates/monitors/revises schedules and duties of classified personnel, certified personnel, and self to meet the needs of students and to improve instruction as established by the district.
2.7	Assists staff in prioritizing assignments/responsibilities.
2.8	Negotiates (with appropriate staff) realistic timeframe(s) for completion of assignments/duties.
2.9	Maintains accurate and thorough district/school records (e.g., staff and student punctuality, attendance, performances).
2.10	Monitors programs, facility(ies), and operation(s) and recommends improvements.
2.11	Implements policies set by school council/district.

NOTES ON STANDARD 2

STANDARD 3 -- Management

Performances – The central office administrator:

- | | |
|------|--|
| 3.1 | Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions. |
| 3.2 | Speaks so others can understand. |
| 3.3 | Uses correct grammar and pronunciations. |
| 3.4 | Writes letters, reports, etc., in a timely, clear, and effective manner. |
| 3.5 | Provides open lines of communication with others. |
| 3.6 | Communicates through appropriate/designated channels. |
| 3.7 | Employs conflict-resolution procedures. |
| 3.8 | Shares student expectations and progress with others (e.g., parents, students, personnel, community members). |
| 3.9 | Selects appropriate media source(s)/technologies to publicize students' achievements, personnel achievements, school/district activities planned, etc. |
| 3.10 | Conducts meetings and conveys essential information in an open manner. |
| 3.11 | Solicits input from community members, students, colleagues, etc., about organizational operations. |
| 3.12 | Acts and reacts in a positive, constructive, and mutually respectful manner when dealing with others. |
| 3.13 | Communicates expectations for the organization and staff in compliance with school council or district policy. |
| 3.14 | Demonstrates trustworthiness in all communications. |
| 3.15 | Represents the school/district in the community. |

NOTES ON STANDARD 3**STANDARD 4 --Collaboration**

Performances – The central office administrator:

- | | |
|------|---|
| 4.1 | Prepares/coordinates the development of curriculum, projects, reports, goals, and plans that reflect district/state and school council goals and objectives. |
| 4.2 | Analyzes and shares the results of student progress toward meeting academic expectations/district or school council goals. |
| 4.3 | Promotes and assists in implementing instructional activities to increase student performance/achievement. |
| 4.4 | Implements district evaluation/professional growth plan for instructional/organizational improvements. |
| 4.5 | Incorporates a system of regular curriculum analysis and works with the school council or district to make revisions base upon assessments and student, teacher, parents, and community needs/input. |
| 4.6 | Coordinates the implementation of instructional strategies and practices that accommodate the needs of all students. |
| 4.7 | Collaborates with others (students, teachers, school administrators, parents, others) to support the delivery of a performance-based curriculum with "real-life" applications. |
| 4.8 | Models effective teaching and leadership techniques when conducting meetings/presentations. |
| 4.9 | Provides direction for and assistance with curriculum integration activities/curriculum alignment. |
| 4.10 | Applies school council or district disciplinary policies and procedures in a fair, consistent, and constructive manner. |
| 4.11 | Involves others (parents, community members, and students) in all aspects of curriculum changes, improvement, & implementation. |
| 4.12 | Facilitates the development of school vision/mission/goals. |
| 4.13 | Facilitates the development of school improvement plans/consolidated plans. |
| 4.14 | Collaborates with employers, community resources, parents, and post secondary school personnel to provide a system of successful transition to work, to post secondary education, or to the military. |

NOTES ON STANDARD 4

STANDARD 5 -- Integrity, Fairness, Ethics

Performances – The central office administrator:

5.1	Upholds and models Kentucky's School Personnel Code of Ethics.
5.2	Uses a variety of sources to evaluate self and to identify needs/managerial improvement.
5.3	Develops/reviews a professional growth plan congruent with school/district/KEA goals and missions.
5.4	Reviews professional development growth plan annually and revises plan as needs/goals change or as evaluation warrants.
5.5	Participates in focused professional development activities (continuing education, workshops, seminars, etc.).
5.6	Keeps abreast of current research/theories/practices in educational administration for instructional improvement purposes.
5.7	Shares educational materials, information, ideas with colleagues.
5.8	Strives to improve leadership, administration, and instruction on a consistent basis.
5.9	Maintains appropriate confidentiality regarding students' behaviors and performance, employee evaluation, professional growth plans, etc.
5.10	Supports staff in identifying needs, scheduling time, and securing resources for their professional growth activities.
5.11	Maintains certification/requirements for personnel evaluator and effective instructional leadership program.
5.12	Demonstrates a respect for people of all groups (gender, race, religion, etc.).

NOTES ON STANDARD 5

STANDARD 6 -- Political, Economic, Legal

Performances – The central office administrator:

6.1	Implements/follows district policies and procedures.
6.2	Adheres to district expectations/criteria outlined in job description of assigned duties.
6.3	Serves as an active participant on school/district committees/councils.
6.4	Prepares agenda and materials for both regularly scheduled and other necessary meetings.
6.5	Prepares reports in an organized and timely manner as stipulated by district/state policies.
6.6	Maintains regular/punctual attendance.
6.7	Recommends instructional/facility(ies) changes as needed.
6.8	Performs other assignments consistent with contract/job expectations.

NOTES ON STANDARD 6

STANDARD 7 -- DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY

Performances – The central office administrator:

7.1	Operates a multimedia computer and peripherals to install and use a variety of software.
7.2	Uses terminology related to computers and technology appropriately in written and verbal communication.
7.3	Demonstrates knowledge of the use of technology in business, industry, and society.
7.4	Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections/installations.
7.5	Creates multimedia presentations using scanners, digital cameras, and video cameras.
7.6	Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
7.7	Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
7.8	Requests and uses appropriate assistive and adaptive devices for students with special needs.
7.9	Designs lessons that use technology to address diverse student needs and learning styles.
7.10	Practices equitable and legal use of computers and technology in professional activities.
7.11	Facilitates the lifelong learning of self and others through the use of technology.
7.12	Explores, uses, and evaluates technology resources (software, applications, related documentation, etc.).
7.13	Applies research-based instructional practices that use computers and other technology.
7.14	Uses computers and other technology for individual, small group, and large group learning activities.
7.15	Uses technology to support multiple assessments of student learning.
7.16	Instructs and supervises students in the ethical and legal use of technology.

NOTES ON STANDARD 7**STANDARD 8-- Exhibits professional responsibility***An education leader meets local school district job expectations and requirements in job description.*

Performances – The central office administrator:

8.1	Follows proper channels to address issues and problems.
8.2	Meets assigned time frames as stipulated.
8.3	Serves on various school/district committees.
8.4	Follows school/district/BOE policies & procedures.
8.5	Performs other duties and responsibilities consistent with job expectations.
8.6	Adheres to the state Professional Code of Ethics.
8.7	Demonstrates punctuality and good attendance for all duties.
8.8	Builds positive interpersonal relationships with students, educational staff, parents, and other community members.

ADMINISTRATOR COMMENTS

EVALUATOR COMMENTS

ADMINISTRATOR SIGNATURE

EVALUATOR SIGNATURE

DATE OF OBSERVATION

TIME OF OBSERVATION

DATE OF CONFERENCE

TIME OF CONFERENCE

Professional Growth Plan Directions with C. O. Administrator Standards

Instructions for Completing the Individual Growth Plan

This plan is to be completed by the employee with assistance from the immediate supervisor completing the evaluation within thirty days of employment (new employees) or after the summative evaluation conference (returning employees). Supervisors are also encouraged to check with employees during the year to assess mid-term progress toward goals.

- 1. Alignment with School Improvement Initiatives** - The professional growth plan should align with the Comprehensive District and/or School Improvement Plan or other evaluation data. Determine the reason for or the identified need for developing the plan.
- 2. Standards** - Choose one of the appropriate standards.
- 3. Performance Criteria** - Identify performance criteria. Performance Criteria are listed under each standard on the formative evaluation form.
- 4. Growth Objective(s) Goal(s)** - Identify the specific goal(s) or objective(s) you plan to develop. It is appropriate to review your evaluation for any identified professional growth needs. The goal(s) should be **SMART**. Strategic, Measurable, Aligned to student learning needs, Results driven, and Time Significant
Examples:
 1. By the end of the first quarter, I will be able to show how the results of two formative assessments enabled me to adjust instruction so that my students achieved at higher levels.
 2. In each unit plan that I develop, I will incorporate the use of the interactive board at least once as a formative assessment tool and at least once as a tool to extend classroom learning.
- 5. Present Professional Development Stage** - Select one which matches your personal stage of growth:
Orientation/Awareness - Practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program.
Preparation/Application - Practitioners develop the skills and processes to begin program implementation.
Implementation/Management - Practitioners learn to master the required tasks for implementation of the program in their workplace.
Refinement/Impact - Practitioners vary the use of practices to achieve maximum impact on student achievement.
- 6. Date Plan is Developed**
- 7. Date Plan is Reviewed and/or Completed**

=====
Choose appropriate standards for growth from personal self-reflection or summative evaluation conference.

STANDARD 1 – Organizes Use of Facility/Resources

STANDARD 2 – Manage Use of Facility/Resources

STANDARD 3 – Management

STANDARD 4 – Collaboration

STANDARD 5 – Integrity, Fairness, Ethics

STANDARD 6 – Political, Economic, Legal

STANDARD 7 – Demonstrates Implementation of Technology

STANDARD 8 – Exhibits Professional Responsibility

SECTION 4

**Kentucky's Learning Goals
and
Academic Expectations**

**Professional Code of Ethics for
Kentucky School Personnel**

Kentucky's Learning Goals And Academic Expectations

The centerpiece of Kentucky's education reform effort is its vision of what students should know and be able to do as a result of their school experience. Every aspect of the reform movement is designed to promote student attainment of these goals and to measure our progress in helping them to do so.

Assumption underlying KERA

All students are capable of learning.

The expectations for students are set forth as the six learning goals of KERA. These goals led to the development of the academic expectations that characterize student achievement of the goals. All Kentucky students are expected to achieve the goals and academic expectations.

1. Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.
 - 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
 - 1.2 Students make sense of the variety of materials they read.
 - 1.3 Students make sense of the various things they observe.
 - 1.4 Students make sense of the various messages to which they listen.
 - 1.5-1.9 Students use mathematical ideas and procedures to communicate, reason, and solve problems.
 - 1.10 Students organize information through development and use of classification rules and systems.
 - 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 - 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
 - 1.13 Students make sense of ideas and communicate ideas with the visual arts.
 - 1.14 Students make sense of ideas and communicate ideas with music.
 - 1.15 Students make sense of and communicate ideas with movement.
 - 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

Science

- 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.
- 2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.
- 2.3 Students identify and analyze systems and the ways their components work together or affect each other.
- 2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.
- 2.5 Students understand that under certain conditions nature tends to remain the same or move toward a balance.
- 2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.

Mathematics

- 2.7 Students understand number concepts and use numbers appropriately and accurately.
- 2.8 Students understand various mathematical procedures and use them appropriately and accurately.
- 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.
- 2.10 Students understand measurement concepts and use measurements appropriately and accurately.
- 2.11 Students understand mathematical change concepts and use them appropriately and accurately.
- 2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.
- 2.13 Students understand and appropriately use statistics and probability.

Social Studies

- 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.
- 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.
- 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
- 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.
- 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.
- 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.
- 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
- 2.21 (Incorporated into 2.16)

Arts and Humanities

- 2.22 Students create works of art and make presentations to convey a point of view.
- 2.23 Students analyze their own and others' artistic products and performances using accepted standards.
- 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
- 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
- 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.
- 2.27 Students recognize and understand the similarities and differences among languages.
- 2.28 Students understand and communicate in a second language.

Practical Living

- 2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.
- 2.30 Students evaluate consumer products and services and make effective consumer decisions.
- 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
- 2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.
- 2.34 Students perform physical movement skills effectively in a variety of settings.

- 2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

Vocational Studies

- 2.36 Students use strategies for choosing and preparing for a career.
- 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.
- 2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.
3. Students shall develop their abilities to become self-sufficient individuals.*
- 3.1 Students demonstrate positive growth in self-concept through appropriate tasks or projects.
- 3.2 Students demonstrate the ability to maintain a healthy lifestyle.
- 3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.
- 3.4 Students demonstrate the ability to be resourceful and creative.
- 3.5 Students demonstrate self-control and self discipline.
- 3.6 Students demonstrate the ability to make decisions based on ethical values.
- 3.7 Students demonstrate the ability to learn on one's own.
4. Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.*
- 4.1 Students effectively use interpersonal skills.
- 4.2 Students use productive team membership skills.
- 4.3 Students individually demonstrate consistent, responsive, and caring behavior.
- 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multi-cultural and world view.
- 4.6 Students demonstrate an open mind to alternative perspectives.

*Goals 3 and 4 are included in Kentucky statute as learning goals, but they are not included in the state's academic assessment program.

5. Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.
- 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.
- 5.3 Students organize information to develop or change their understanding of a concept.
- 5.4 Students use a decision-making process to make informed decisions among options.
- 5.5 Students use problem-solving processes to develop solutions to relatively complex problems.
6. Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.
- 6.1 Students connect knowledge and experiences from different subject areas.
- 6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.
- 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

Professional code of ethics for Kentucky school certified personnel

RELATES TO: KRS 161.028, 161.040, 161.120

STATUTORY AUTHORITY: KRS 161.028, 161.030

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

Section 1. Certified personnel in the Commonwealth:

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

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

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

(a) To students:

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

2. Shall respect the constitutional rights of all students;

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

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

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

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

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

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

(b) To parents:

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

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

3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

(c) To the education profession:

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

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

SECTION 5

Statute and Regulations

Appeals Process

Form SC23 - REQUEST FOR APPEALS PANEL REVIEW

156.101 Purpose of section -- Definition of "instructional leader" -- Instructional leader improvement program.

(2) For the purpose of this section, "instructional leader" shall be defined as an employee of the public schools of the Commonwealth employed as a principal, assistant principal, supervisor of instruction, guidance counselor, director of special education, or other administrative position deemed by the Education Professional Standards Board to require an administrative certificate.

(3) In order to carry out the purpose of this section, the Kentucky Board of Education shall establish a statewide program to improve and maintain the quality and effectiveness of instructional leadership in the public schools of the Commonwealth.
Effective: July 14, 2000

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 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.)

APPEALS PROCESS

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.¹

ELECTION

The District shall follow the election process and procedure set forth in the District certified evaluation plan.

TERMS

All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

CHAIRPERSON

The chairperson of the panel shall be the certified employee appointed 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.

APPEAL FORM

The appeal form (03.18 AP21) 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, corresponding in-laws, and "step" relatives.

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.

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.

Request for Appeals Panel Review

Evaluatee's Name _____

School(s)/Area(s) assigned to _____

Home Address _____

Telephone Number _____

Evaluator's Name _____

State SPECIFIC reason(s) for an Appeals Panel review:

This form must be submitted within five (5) working days from the receipt of the evaluatee's summative document.

With your signature, you verify the truth of your above statements, and you recognize that all evaluation records may be presented to and reviewed by the Appeals Panel.

Evaluatee's Signature Date Signed

Date of receipt at the District office _____

RELATED PROCEDURES:

03.18 AP.11, 03.18 AP.12

Review/Revised:8/21/2003

SECTION 6

Superintendent Evaluation Process

Miscellaneous materials

Superintendent Evaluation Process

The local Board of Education shall develop an evaluation process for the superintendent that shall accomplish the annual professional growth requirements as required by Simpson County Schools Policy and KRS.156.111.