

June 21, 2006

REGULAR MEETING

The meeting was called to order by J. W. Sachleben, Chairman.

- 6355 The motion was made by Tom Cook and seconded by Teena Drake to approve minutes of the May 17, 2006 Regular Meeting. 5 Ayes.
- 6356 Upon the recommendation of the superintendent, the motion was made by Jill Simmons and seconded by Teena Drake to approve the May Monthly Financial Report. 5 Ayes.
- 6357 Upon the recommendation of the superintendent, the motion was made by Teena Drake and seconded by Tom Cook to approve the following: 5 Ayes.
- Accounts Payable: 39690-40216 (Void 39717-39938, 39696, 40122, 40127-40129, 40171-40177)
  - Payroll Direct Deposit: 15037-15873
  - Payroll Checks: 13488-13970 (Void 13485-13487, 13593, 13601-13605)
- 6358 Upon the recommendation of the superintendent, the motion was made by Teena Drake and seconded by Jill Simmons to approve consent agenda items as follows: 5 Ayes.
- A. Emergency Certification for Laurie Jennings for Library Science; and grant authority to the superintendent to approve any other Emergency Certification in critical shortage areas
  - B. District Technology Plan
  - C. Annual OVEC Membership for FY-07 of \$8,315
  - D. Grant authority to the superintendent to make purchases from the OVEC and State bid contracts for FY-07
  - ~~E. Certified and Administrative Evaluation Plan~~
  - F. Annual contract with Seven Counties Services for Professional Services for FY-07 at \$5,000
  - G. Student Discipline Code Book for FY-07
  - H. Contract for Fred Gross through OVEC for FY-07 at the same cost as FY-06
  - I. Second reading of KSBA Policies and Procedures as recommended by KSBA
  - J. Migrant field trip to Horse Cave and Kentucky Down Under on June 29, 2006
  - K. FY-07 District Comprehensive Plan
  - L. Application to KDE to Contract to provide preschool services for FY-07
  - M. Farmers' Bank of Milton as the Depository Bank for FY-07 and FY-08
  - N. School meal prices for FY-07 to stay the same as the FY-06 year

The Superintendent reported the following personnel changes since the last meeting:

EMPLOYMENT: Marion Taylor Substitute bus driver  
April Garrison Food service substitute  
David Kinman High school boy's golf coach

TRANSFER: Bridgette Kunselman Transfer from teacher to high school guidance counselor

**TRIMBLE COUNTY PUBLIC SCHOOLS**

**Certified Personnel  
Evaluation Plan**

**2006-2007**

Revised May 31, 2006

# CERTIFIED PERSONNEL

EVALUATION COMMITTEE 2006-2007

## TEACHERS

1. Jane Vandewater
2. Steve Gamble
3. Debbie Browne
4. Cathy Ellis

## ADMINISTRATORS

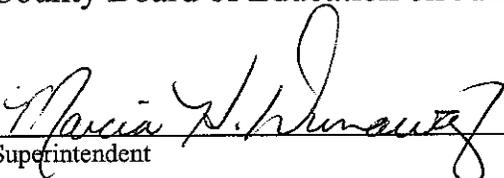
1. Becky Moore
2. Mike Genton
3. Sharon Rowlett
4. Chris Kindred

Jessica Wilcoxson facilitated the Review Committee on May 31, 2006

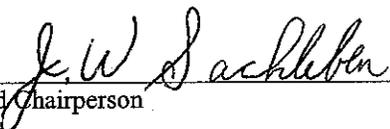
This evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, gender or disability.

The Trimble County Contact Person for Certified Evaluation is Jessica Wilcoxson, Director of Pupil Personnel

This plan was updated by the above review committee and approved by the Trimble County Board of Education on June 21, 2006.

  
\_\_\_\_\_  
Superintendent

6-26-06  
Date

  
\_\_\_\_\_  
Board Chairperson

6-21-06  
Date

# ***Certified Personnel Evaluation Plan***

## **Timelines Summary**

<u><b>Activity:</b></u>	<u><b>No later than:</b></u>
Plan Orientation	Within one month of reporting for employment
Informal Observation Documentation (1st)	At least one no later than post-ob conference
Pre-Observation Conference	Completed Prior to fall observation.
Formative Observation	New employees – within 20 days, non-tenured - by November 15, tenured – by winter break+
Post-Observation Conference	No later than five (5) working days following formative evaluation
PD/Growth Plan	As early as May 1 of current year and no later than October 1 <sup>st</sup> of ensuing school year
	(Note: Most enrichment PD/Growth Plans are developed in the Spring prior to the beginning of the school year for staff on continuing employment and may be modified at this time: Corrective Action Plans must be developed for any standard marked “Does Not Meet” on the formative observation form and can be developed at any time.)
Eval. Tracking Rept. to Central Office	Before Winter Break
Corrective Action Plans	Throughout the Year
PD/Growth Plan Progress Check	January
Informal Observ. Documentation (2d)	No later than Post-Observation Spring Conf.
Pre-Observation Conference	No later than three days prior to spring formative observation
Spring Formative Observation (2d)	No later than March 31 <sup>st</sup>
Post-Observation Conference	No later than five (5) work days following formative observation
Additional Pre/Observation/Post	Throughout year for newly identified/continued problems
Summative Evaluation Conference	No later than April 15
Appeal of Evaluation	Within five (5) working days of receipt of summative evaluation
Evaluation Forms to be submitted to Central Office	No later than April 21

# TRIMBLE COUNTY PUBLIC SCHOOLS

## CERTIFIED PERSONNEL EVALUATION

"Evaluation" means the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products and performances. Evaluation shall also include the establishment and monitoring of a professional growth plan. (704 KAR 3:345)

Evaluation is to promote the continuation of professional competence, to identify areas for professional growth and to assist in making personnel decisions. The purpose of performance appraisal is to improve instruction, curriculum, assessment and other professional responsibilities.

### Legal Basis

The district evaluation plan will be in compliance with KRS 156.101, 156.557, 704 KAR 3:345, Trimble County Board Policy 03.18., 03.18

### Evaluation Schedule

All administrators are evaluated annually by the superintendent or designated staff member who has been trained to do administrative evaluations. A portfolio-based procedure outlined in the second section may be used in administrative evaluations with the exception of the principal intern. The principal internship process can substitute for the formative process with the local summative instrument being used.

All certified personnel on LIMITED (*non-tenured*) contract are evaluated annually using the process outlined below with the exception of first year teachers. The procedures established by the Kentucky Teacher Internship Program will be substituted for the evaluation process of teacher interns with the evaluator completing the summative evaluation form which is used for all staff for each intern.

An evaluation of each educator on CONTINUING (*tenured*) contract is scheduled for every third year; however, it can be conducted at any point in time where performance of any educator is outstanding and written recognition is desirable or when performance indicates that improvement is needed.

The immediate supervisor of the certified employee is the primary evaluator. Additional trained administrative personnel, such as the assistant principal or instructional supervisor, may be used to observe and provide information to the primary evaluator.

Itinerant teachers will be assigned to a principal by the Superintendent. The evaluator of an itinerant teacher will seek and utilize information and documentation provided by the staff member's other supervisor/s.

The local board of education will annually evaluate the superintendent as indicated in the approved evaluation plan.

## Plan Overview

During any year in which a teacher is evaluated there will be a minimum of two (2) observations, documentation of two (2) informal observations, and a professional growth/development plan. The summative evaluation may be based upon formal (*specific performance-based criteria*) and informal data (*attendance records, overall evaluation documentation*), non-observed data (*staff/student/parent/community comments or correspondence*), and artifact data (*committee work, portfolio entries, awards or achievements*) collected since the last summative evaluation. These should be documented (*written*) and a copy given to the certified staff member at the time. They may then be introduced/discussed in the formative conferences.

## Confidentiality

Every effort must be made to keep the evaluation process confidential between the designated parties. Indiscriminate talk, conjecture or comparison of evaluations on the part of the evaluatee or administrator could be detrimental to the individual and to the process of education in the school district. It is not the desire of the district to reflect publicly on the employee's status with the school district.

## Forms

Timetable.....No later than August 15

Evaluation Forms should be sent to school principals and program coordinators from Central Office.

Those forms should include for each teacher or Library Media Specialist (see appendix for forms):

- + two(2)sets Pre-observation Data Sheets,
- + one(1)set of evaluation standards & performance criteria
- + two (2) sets Observation Instruments,
- + a Professional Growth/Development Plan, and a
- + Summative Evaluation form

In addition, a Procedural Checklist, a list of faculty scheduled for evaluation, an orientation "sign-off" form and an evaluation status tracking report will be enclosed for organizational purposes. The individual staff files should be the depository of documentation (*from positive feedback to notes of concern*) which will be discussed during the post- observation conference.

## Plan Orientation

Timetable.....Within 30 calendar days of reporting for employment *add each school year*

Each primary evaluator shall meet with all his/her certified school personnel at the first faculty meeting for the purpose of going over the teacher evaluation process. At this time the evaluator shall:

- + check to see if each teacher received a copy of his/her job description;
- + explain the purposes of evaluation;
- + clarify expectations; and
- + discuss the process, performance criteria and forms on which teachers are to be evaluated.

Staff should be made aware that anytime the evaluator is present in the line of duty, an informal observation may be occurring. Certified staff should sign an attendance roster.

## **Informal Observation Documentation**

Informal observations will occur throughout the year. The evaluatee and the evaluator will engage in ongoing constructive exchange. Appropriate topics for consideration in ongoing formative evaluation include the evaluatee's performance, feedback from various individuals with which the evaluatee works, the district's support of the evaluatee, issues that should be addressed, whether and how job expectations should be revised, and preliminary views of what the end evaluation is likely to show. All observations will be conducted openly.

### **Pre-Observation Conference**

Timetable.....Completed prior to fall observation.

The evaluator will hold a pre-observation conference prior to an agreed upon observation date. The evaluatee and evaluator should establish open communication and a relationship conducive to improving class instruction. The evaluator, at a minimum, needs to: provide the teacher a copy of the "Evaluation Standards & Performance Criteria" sheet, discuss the criteria with the evaluatee, give the evaluatee a copy of the pre-observation form, inform the teacher if scripting a lesson or segment of lesson is planned, and to set date and time for a post-formative observation conference. The teacher needs to know the pre-observation form should be returned at least one day in advance of the observation so that the observer can analyze the form and get a clear understanding of the lesson to be observed.

### **Formative Observation**

**Timetable.....** Within 20 school days of employment to employees new to the district, November 15 for non-tenured and before winter break for tenured employees.

The administrator completes the first formal observation (*a class period lasting not less than 30 minutes nor more than one hour*) of evaluatee. The major objective of the formative observation is to gather information related to the performance criteria rather than to make judgments.

### **Post-Observation Conference**

Timetable.....No later than five (5) work days following formative observation

THE POST-CONFERENCE FOLLOWING THE FORMATIVE OBSERVATION OF EACH EVALUATEE MUST BE HELD WITHIN FIVE (5) WORK DAYS OF THE FORMAL OBSERVATION as specified in 704 KAR 3:345.

*(Note: An additional observation will need to be scheduled if the time mandate has not been met.)*

At the post-observation conference, the criteria from the formative evaluation document, is reviewed. The evaluator may share his/her notes and identify special strengths or identify specific areas of performance which need special attention. Any additional informal, non-observed, and/or artifact data is discussed. Written documentation should note items discussed. The form is signed and dated by both educator and administrator indicating the information has been gone over and discussed.

Certified staff members shall have an opportunity for a written response to any phase of the evaluation process and may elect to complete the designated section on or attach to the observation

form. Each keeps a copy of this formative evaluation document and the administrator retains the original copy to submit to the superintendent along with the summative evaluation. The formative data collection process cannot be appealed at this time.

## **Professional Growth/Development Plan**

Timetable.....As early as May 1<sup>st</sup> of the current school year and before October 1<sup>st</sup> of the ensuing school year.

A "Professional Growth/Development Plan" means a plan whereby the person being evaluated establishes goals for enrichment or, with the evaluator determines areas requiring improvement and the assistance of the evaluator is identified and supports the schools comprehensive plan.

The individualized plan includes identification of the school goal/s to be addressed, objectives, and the desired outcome, a plan of activities for achieving the objective/s and method for documenting success.

The individualized growth plan shall be aligned with specific goals and objectives of the school comprehensive and professional development plans. The growth plan shall foster professional growth and should be developed by the evaluator and evaluatee during the post-observation conference which follows the first formal observation.

## **Enrichment/Corrective Action Plans**

The professional development/growth plan may be an enrichment plan or corrective action plan:

### **Enrichment Plans**

Enrichment professional development/growth goals should be in alignment with school goals. The activities are to be designed to assist the teacher/administrator in attaining a higher skill level (*awareness, implementation, application, refinement.*) The evaluatee may opt to use this form as part of the professional development process where it may be subject to peer review. Activities may be collaborative in nature. All activities will be documented through reflections, final products (*may include portfolio*), performances, or observations by peers/principal/or supervisor.

Only one goal is required although more than one goal may be addressed if desired or needed. A *separate form* should be filled out for each goal that is established. The administrator and the evaluatee each keep a copy of the completed form and the administrator retains the original copy to submit to the superintendent's office with the summative evaluation. The administrator should make progress checks on each Professional Growth Plan during the mid-year progress check and will evaluate attainment of each goal during the post-conference in the spring. (*The Professional Growth/Development Plan should also be used with educators not being evaluated in a given year, but the timeline for the plan could be different at the discretion of the immediate supervisor.*)

### **Corrective Action Plans**

Any formative observation performance criteria standard marked "Does Not Meet" requires the immediate development of an individual corrective action plan. Any performance criteria standard marked "Needs Growth" requires the evaluator and evaluatee to develop a growth plan. A Growth

Plan addressing each criterion in which the staff member "Needs Growth" should be collaboratively developed by the evaluator and evaluatee.

The purpose of a corrective action plan continues to be the positive goal of improving instruction. Documented deficiencies are to be discussed in the formative evaluation post-observation conference of staff members who do not "meet" performance standards. *(In order to keep the evaluation process confidential, this plan may not be used as part of the Professional Development process where other staff may have access to the form.)*

The specific areas needing improvement as outlined in the corrective action plan should be continually monitored by the evaluator, and the employee should be given documented progress reports by the evaluator. An objective record of the multiple remediation conferences and activities should be kept on the Corrective Action log form. The Corrective Action Log form is provided as a means to keep the records.

### **Developing a Plan**

Steps in developing a corrective action plan/or a growth plan should include the following:

- + Determine the performance area for growth using one or more of the following-evaluation data, comprehensive plan/school or district goals, teacher standards or other goals;
- + Clearly specify the criteria to be addressed;
- + Utilize criteria descriptors to develop the growth objective;
- + Identify present stage of development;
- + Determine activities/procedures, how they will be documented, and target date/s for activity completion which will allow the employee ample opportunity to demonstrate progress and achievement of goals as well as formal re-evaluation have been established.

The evaluatee's signature on the form indicates only that he/she is aware of the objectives that have been set for achievement.

The evaluator or evaluatee may request and have included in the plan for improvement any of the following:

1. Direct assistance by the principal, instructional supervisor, department head and grade-level or subject teachers;
2. Development of written objectives for improvement;
3. Suggestions and assistance from other appropriate instructional sources;
4. Professional growth assignments [and/or classes];
5. Visitation by evaluatee to other classrooms for observation; and
6. Assistance by an individual who will work closely with the staff member in question. He/She should be trained in the KTIP process, peer coaching, or other similar program which includes training in observation/data collection techniques, data analysis, conferencing, and evaluation report writing. The individual, who may make observations and conference with the teacher, operates independently of the evaluator and his/her work is not used in any way by the evaluator.

## **Teacher Technology Standards**

The new Standard for Technology developed by the Kentucky Educational Professional Standards Board became effective October 1999. The standard underscores the need for teachers to integrate technology at the classroom level.

An assessment instrument has been developed to assist teachers in the development of a Professional Development and/or growth plan that addresses teacher needs in the area of technology. (see Developing a Plan).

Beginning with 2001-02 school year, beginning teachers must demonstrate the ability to implement technology to receive initial accreditation during the KTIP process. Experienced teachers will demonstrate competencies in technology through the Trimble County Evaluation System.

### **EVALUATION TRACKING SYSTEM REPORT**

Timetable.....Before Winter Break

The evaluator submits a copy of the Evaluation Tracking System report to the superintendent's office before winter break. Individuals assigned by the Superintendent will audit the evaluation records at the schools for following of evaluation procedures, including the meeting of deadlines.

### **Professional Growth/Development Progress Check**

Timetable.....Throughout the year

Throughout the year, the original objectives (which may have been developed the previous spring) may be revised along with corresponding activities and timelines. Additional objectives may be included if documented situations arise that call for immediate attention.

### **Informal Observation/s Documentation**

Timetable.....at least one no later than spring post observation conference

Two (2) to four (4) informal observations of the evaluatee should be documented during the year in order to collect information to support the performance criteria listed on the Performance-based Evaluation Criteria formative evaluation form. A post-observation conference will not be required following an informal observation. However, all written documentation will be discussed in the post-observation conference.

### **Pre-Observation Conference**

Timetable.....Completed prior to spring observation

The conference should be conducted similar to the procedures established for the fall pre-observation conference.

If the corrective action/growth plan process and data continue to indicate the employee's summative evaluation may be an unsatisfactory assessment, the evaluator should notify the evaluatee that serious problems remain and that he/she will receive an unsatisfactory evaluation if an acceptable level of performance is not demonstrated by the final formative evaluation which will likely lead to dismissal proceedings.

### **Spring Formative Observation**

Timetable.....No later than March 31st.

The administrator again completes observation of evaluatee based upon standards' criteria.

### **Post-Observation Conference**

Timetable.....No later than 5 work days following formative observation

Other data as well as attainment of each of the professional growth plan goals/activities should be discussed in the post-conference which follows within five working days of the observation. The second formative evaluation instrument should be reviewed, discussed, signed and dated by educator and administrator. Each keeps a copy and the administrator also retains the original copy to submit to the superintendent with the summative evaluation.

During the post-conference following the formative observation in the spring, the evaluator should assess attainment of each goal in the evaluatee's professional growth/development plan which was filled out in the fall.

If extra time is needed for completion of the professional growth plan activities, the teacher is responsible for providing the evaluator with written documentation of goal/objectives attainment completed after the evaluation summative conference date. An additional conference will be scheduled only if deemed necessary by the evaluator.

### **Newly-identified Problems**

If an awareness of problems is initially noted during the fact-finding stage beyond the first formative classroom observation or during the Growth Plan process, the evaluator should immediately schedule an additional pre-conference/observation/post-conference session and implement a corrective action plan. The teacher should have reasonable time allocated in order to attain success. If time doesn't permit, the process should be picked up at the beginning of the next school year.

### **Continued Problems**

Should the last formative evaluation continue to reveal problems with an employee's performance who has been working under a corrective action plan, a conference should be scheduled to review written observations, evaluations, and other documentation and plan future action with the superintendent. The school board attorney should be consulted to assure adherence to the state's legal requirements.

### **Educators Not Planning to Return**

Timetable.....March 31<sup>st</sup>

An educator not planning to return notifies the superintendent of intent.

On All Educators Evaluated:  
Fall Formative Observation Instrument  
Spring Formative Observation Instrument  
Professional Growth/Development Plan  
Summative Evaluation for Teachers

On All Educators Under Administrator's Supervision:  
Immediate Supervisor's Employment Recommendation  
Professional Growth/Development Plan

Supportive data for the evaluation should be retained by the evaluator for at least three years following each summative evaluation. All original forms and supporting documentation should be sent to the Central Office for a staff member for whom non-renewal or termination of employment has been recommended.

### **Non-Renewal Notification**

Timetable.....April 30

Notification is given to the educator by the superintendent whose contract is not being renewed, according to KRS 161.750.

### **Third Party Observer**

In accordance with (KRS 156.557), at the request of the teacher, observations by other teachers trained in the content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers. *Add info from 704 KAR 3:345 4(2)(a)*

Date Revised: On Front Cover

School:  
Date:

## EVALUATION ORIENTATION STAFF ATTENDANCE

- |     |     |
|-----|-----|
| 1.  | 23. |
| 2.  | 24. |
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| 21. | 43. |
| 22. | 44. |

## TEACHER STANDARDS

### **Standard 1: Implements Curriculum/Plans Instruction**

- 1.1 Identifies targeted academic expectations in lesson/unit.
- 1.2 Matches activities/learning experiences to academic expectations.
- 1.3 Selects appropriate materials/media/technologies for lesson presentation.
- 1.4 Includes student activities that address various student learning styles/intelligences/skills.
- 1.5 Selects activities that are developmentally appropriate and academically challenging.
- 1.6 Includes a culminating activity (performance) that measures the identified academic expectations.
- 1.7 Plans activities to make effective use of class/instructional time available.
- 1.8 Incorporates performance-based assessments.
- 1.9 Identifies school and community resources.
- 1.10 Designs instructional units and student activities that integrate knowledge and skills from more than one discipline.
- 1.11 Involves students, when appropriate, in designing student activities.
- 1.12 Designs instructional activities and themes of interest to students.
- 1.13 Designs or uses projects, manipulatives, and simulations to provide “real-life” experiences.
- 1.14 Collaborates with others (students, teachers, parents) to develop, design, deliver an aligned curriculum to meet the identified needs of students, school, district, and community.
- 1.15 Formulates academically-relevant and essential questions.
- 1.16 Provides for learning experiences that parallel that which students are ready to learn and do.
- 1.17 Provides special education modifications.

### **Standard 2: Organizes Learning Environment/Climate**

- 2.1 Arranges environment to accommodate individual, small-group, and large-group activities.
- 2.2 Alters physical arrangement to match planned activities/students’ needs.
- 2.3 Maintains a safe/functional environment that minimizes barriers to learning.
- 2.4 Arranges instructional materials/media/equipment/technologies to maximize learning opportunities.
- 2.5 Maintains positive student-teacher interactions.
- 2.6 Displays sensitivity when dealing with students and others.
- 2.7 Interacts positively with students, colleagues, parents, and community members.

### **Standard 3: Presents Instruction/Guides Learning**

- 3.1 Provides/communicates introduction/orientation (e.g., review, organizer, statements of fact, open-response questions, other).
- 3.2 Communicates/displays specific learner expectations and desired results.
- 3.3 Connects student activities/lesson objectives to “real-life” applications.
- 3.4 Includes appropriate uses of media and technologies.
- 3.5 Provides multiple perspectives and differing viewpoints when applicable.
- 3.6 Provides connections to student activities that are based upon prior learning, students’ backgrounds and experiences, and future aspirations.
- 3.7 Makes smooth, clear transitions between activities.
- 3.8 Provides time and activities for all students to apply knowledge/practice skills.

- 3.9 Uses appropriate questioning techniques to assist students in problem-solving, in developing critical thinking, and in formulating accurate responses.
- 3.10 Poses academically-relevant and essential questions during instruction.
- 3.11 Uses appropriate response techniques when responding to students' answers in order to maximize learning.
- 3.12 Demonstrates and enhances subject knowledge by providing examples and illustrations of accurate, up-to-date information/practices/procedures.
- 3.13 Provides opportunities for individual and cooperative learning experiences.
- 3.14 Involves all students in learning opportunities.
- 3.15 Emphasizes/repeats essential ideas, concepts, procedures throughout instruction.
- 3.16 Brings closure to unit/activity that reinforces learning.
- 3.17 Encourages students to apply learning in "real-life" settings.

#### **Standard 4: Assesses Learning/Instruction**

- 4.1 Provides students immediate and specific feedback on a consistent basis.
- 4.2 Provides feedback that is meaningful and timely.
- 4.3 Incorporates comprehension checks of understanding by circulating throughout the room, asking questions, observing students, and guiding students' practices/activities.
- 4.4 Uses a variety of assessment techniques to evaluate student performances (open-response items, performance events, portfolio entries, standardized tests, group participation, etc.).
- 4.5 Analyzes assessment results to improve/revise instruction.
- 4.6 Makes adjustments in assessment and instructional techniques for diversities (social, physical, cultural).
- 4.7 Provides opportunities for student analysis for unit/lesson activities (reflections, assists in developing scoring guides, etc.).

#### **Standard 5: Manages Student Behavior**

- 5.1 Establishes/maintains behavioral expectations (class rules) of students.
- 5.2 Monitors students' behaviors according to local school/district policies and procedures.
- 5.3 Reinforces acceptable student behaviors with genuine, specific praise.
- 5.4 Holds each student accountable for his/her own behaviors.
- 5.5 Manages disruptive behavior constructively while maintaining instructional momentum.
- 5.6 Demonstrates fairness and consistency when managing disruptive behaviors and enforces consequences.
- 5.7 Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors.

#### **Standard 6: Communicates Effectively**

- 6.1 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions.
- 6.2 Speaks distinctly and clearly.
- 6.3 Adjusts volume and tone for emphasis.
- 6.4 Models correct grammar and pronunciations.
- 6.5 Provides clear instructions.
- 6.6 Shares student expectations, criteria for assessment, student progress with students and parents in meetings, conferences, written progress reports, etc.
- 6.7 Displays awareness of space and presence when interacting with others.
- 6.8 Maintains positive interactions with others.

- 6.9 Makes effective uses of non-verbal cues, expressions, gestures, etc.

### **Standard 7: Exhibits Professionalism**

- 7.1 Evaluates self to identify needs for instructional improvement.
- 7.2 Develops/reviews a professional growth plan congruent with school/district/KERA goals and missions.
- 7.3 Reviews professional growth plan annually and revises plan as needs/goals change.
- 7.4 Participates in professional development activities (continuing education, workshops, seminars, action-based research, teacher networks, etc.).
- 7.5 Shares instructional materials, information, ideas with colleagues.
- 7.6 Strives to improve instruction on a consistent basis.
- 7.7 Maintains appropriate confidentiality regarding students' behaviors and performances.
- 7.8 Upholds and models Kentucky's School Personnel Code of Ethics.
- 7.9 Encourages professional growth of peers.

### **Standard 8: Meets Job Expectations/Descriptions**

- 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 policies and procedures including employee time and attendance.
- 8.5 Performs other (out-of-class) duties consistent with contract/job expectation.

### **Standard 9: 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.

- 9.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 9.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 9.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 9.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 9.6 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.
- 9.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 9.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 9.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 9.10 Practices equitable and legal use of computers and technology in professional activities.
- 9.11 Facilitates the lifelong learning of self and others through the use of technology.
- 9.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.

- 9.13 Applies research-based instructional practices that use computers and other technology.
- 9.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 9.15 Uses technology to support multiple assessments of student learning.
- 9.16 Instructs and supervises students in the ethical and legal use of technology.

**TRIMBLE COUNTY PUBLIC SCHOOLS  
FORMATIVE PERFORMANCE OBSERVATION--TEACHER**

Evaluatee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**INSTRUCTIONS:**

Answering these questions involves considerable subjective decision making. Information completed on this form should be gathered from specific products and behaviors such as observations, portfolios, extra-curricula activities, PD activities, etc. The entire document is intended to provide concrete data upon which a summative evaluation will be based. Items are checked "Meets," "Needs Growth," or "Does Not Meet." Factual comments which recall specific incidents are noted in the space entitled "Evidence." Any standard marked "Needs Growth" requires the development of a growth plan. Any standard marked "Does Not Meet" requires the development of an individual corrective action plan. Evaluator may attach sheets if additional space is needed

**Standard 1: Implements Curriculum/Plans Instruction**

- Meets Standard
- Needs Growth
- Does Not Meet

**Evidence:**

1.1 Identifies targeted academic expectations in lesson/unit. 1.2 Matches activities/learning experiences to academic expectations. 1.3 Selects appropriate materials/media/technologies for lesson presentation. 1.4 Includes student activities that address various student learning styles/intelligences/skills. 1.5 Selects activities that are developmentally appropriate and academically challenging. 1.6 Includes a culminating activity (performance) that measures the identified academic expectations. 1.7 Plans activities to make effective use of class/instructional time available. 1.8 Incorporates performance-based assessments. 1.9 Identifies school and community resources. 1.10 Designs instructional units and student activities that integrate knowledge and skills from more than one discipline. 1.11 Involves students, when appropriate, in designing student activities. 1.12 Designs instructional activities and themes of interest to students. 1.13 Designs or uses projects, manipulatives, and simulations to provide "real-life" experiences. 1.14 Collaborates with others (students, teachers, parents) to develop, design, deliver an aligned curriculum to meet the identified needs of students, school, district, and community. 1.15 Formulates academically-relevant and essential questions. 1.16 Provides for learning experiences that parallel that which students are ready to learn and do. 1.17 Provides special education modifications.

**Standard 2: Organizes Learning Environment/Climate**

- Meets Standard
- Needs Growth
- Does Not Meet

**Evidence:**

2.1 Arranges environment to accommodate individual, small-group, and large-group activities. 2.2 Alters physical arrangement to match planned activities/students' needs. 2.3 Maintains a safe/functional environment that minimizes barriers to learning. 2.4 Arranges instructional materials/media/equipment/technologies to maximize learning opportunities. 2.5 Maintains positive student-teacher interactions. 2.6 Displays sensitivity when dealing with students and others. 2.7 Interacts positively with students, colleagues, parents, and community members.

**Standard 3: Presents Instruction/Guides Learning**

- Meets Standard
- Needs Growth
- Does Not Meet

**Evidence:**

3.1 Provides/communicates introduction/orientation (e.g., review, organizer, statements of fact, open-response questions, other). 3.2 Communicates/displays specific learner expectations and desired results. 3.3 Connects student activities/lesson objectives to "real-life" applications. 3.4 Includes appropriate uses of media and technologies. 3.5 Provides multiple perspectives and differing viewpoints when applicable. 3.6 Provides connections to student activities that are based upon prior learning, students' backgrounds and experiences, and future aspirations. 3.7 Makes smooth, clear transitions between activities. 3.8 Provides time and activities for all students to apply knowledge/practice skills. 3.9 Uses appropriate questioning techniques to assist students in problem-solving, in developing critical thinking, and in formulating accurate responses. 3.10 Poses academically-relevant and essential questions during instruction. 3.11 Uses appropriate response techniques when responding to students' answers in order to maximize learning. 3.12 Demonstrates and enhances subject knowledge by providing examples and illustrations of accurate, up-to-date information/practices/procedures. 3.13 Provides opportunities for individual and cooperative learning experiences. 3.14 Involves all students in learning opportunities. 3.15 Emphasizes/repeats essential ideas, concepts, procedures throughout instruction. 3.16 Brings closure to unit/activity that reinforces learning. 3.17 Encourages students to apply learning in "real-life" settings.

**Standard 4: Assesses Learning/Instruction**

- Meets Standard
- Needs Growth
- Does Not Meet

**Evidence:**

4.1 Provides students immediate and specific feedback on a consistent basis. 4.2 Provides feedback that is meaningful and timely. 4.3 Incorporates comprehension checks of understanding by circulating throughout the room, asking questions, observing students, and guiding students' practices/activities. 4.4 Uses a variety of assessment techniques to evaluate student performances (open-response items, performance events, portfolio entries, standardized tests, group participation, etc.). 4.5 Analyzes assessment results to improve/revise instruction. 4.6 Makes adjustments in assessment and instructional techniques for diversities (social, physical, cultural). 4.7 Provides opportunities for student analysis for unit/lesson activities (reflections, assists in developing scoring guides, etc.).

**Standard 5: Manages Student Behavior**

- Meets Standard
- Needs Growth
- Does Not Meet

**Evidence:**

5.1 Establishes/maintains behavioral expectations (class rules) of students. 5.2 Monitors students' behaviors according to local school/district policies and procedures. 5.3 Reinforces acceptable student behaviors with genuine, specific praise. 5.4 Holds each student accountable for his/her own behaviors. 5.5 Manages disruptive behavior constructively while maintaining instructional momentum. 5.6 Demonstrates fairness and consistency when managing disruptive behaviors and enforces consequences. 5.7 Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors.

**Standard 6: Communicates Effectively**

- Meets Standard
- Needs Growth
- Does Not Meet

**Evidence:**

6.1 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions. 6.2 Speaks distinctly and clearly. 6.3 Adjusts volume and tone for emphasis. 6.4 Models correct grammar and pronunciations. 6.5 Provides clear instructions. 6.6 Shares student expectations, criteria for assessment, student progress with students and parents in meetings, conferences, written progress reports, etc. 6.7 Displays awareness of space and presence when interacting with others. 6.8 Maintains positive interactions with others. 6.9 Makes effective uses of non-verbal cues, expressions, gestures, etc.

**Standard 7: Exhibits Professionalism**

- Meets Standard
- Needs Growth
- Does Not Meet

**Evidence:**

7.1 Evaluates self to identify needs for instructional improvement. 7.2 Develops/reviews a professional growth plan congruent with school/district/KERA goals and missions. 7.3 Reviews professional growth plan annually and revises plan as needs/goals change. 7.4 Participates in professional development activities (continuing education, workshops, seminars, action-based research, teacher networks, etc.). 7.5 Shares instructional materials, information, ideas with colleagues. 7.6 Strives to improve instruction on a consistent basis. 7.7 Maintains appropriate confidentiality regarding students' behaviors and performances. 7.8 Upholds and models Kentucky's School Personnel Code of Ethics. 7.9 Encourages professional growth of peers.

**Standard 8: Meets Job Expectations/Descriptions**

- Meets Standard
- Needs Growth
- Does Not Meet

**Evidence:**

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 policies and procedures including employee time and attendance. 8.5 Performs other (out-of-class) duties consistent with contract/job expectation.

**Standard 9: Demonstrates Implementation of Technology**

- Meets Standard
- Needs Growth
- Does Not Meet

**Evidence:**

9.1 Operates a multimedia computer and peripherals to install and use a variety of software. 9.2 Uses terminology related to computers and technology appropriately in written and verbal communication. 9.3 Demonstrates knowledge of the use of technology in business, industry, and society. 9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations. 9.5 Creates multimedia presentations using scanners, digital cameras, and video cameras. 9.6 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. 9.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction. 9.8 Requests and uses appropriate assistive and adaptive devices for students with special needs. 9.9 Designs lessons that use technology to address diverse student needs and learning styles. 9.10 Practices equitable and legal use of computers and technology in professional activities. 9.11 Facilitates the lifelong learning of self and others through the use of technology. 9.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation. 9.13 Applies research-based instructional practices that use computers and other technology. 9.14 Uses computers and other technology for individual, small group, and large group learning activities. 9.15 Uses technology to support multiple assessments of student learning. 9.16 Instructs and supervises students in the ethical and legal use of technology.

**Evaluator** \_\_\_\_\_ **Evaluatee** \_\_\_\_\_ **Date of Review** \_\_\_\_\_

Signature does not indicate agreement. Evaluatee's signature indicates only that he/she has seen this form and been involved in its review.

**I have had the opportunity to review the formative evaluation documentation and to provide input. I concur with the evaluator's assessment:**

\_\_\_\_\_

# PRE-OBSERVATION FORM

## Lesson Plan Format

Name \_\_\_\_\_ Date \_\_\_\_\_ Subject \_\_\_\_\_

Fall Formative \_\_\_\_\_ Spring Formative \_\_\_\_\_ Other Observation \_\_\_\_\_ (check one)

This is lesson \_\_\_\_\_ in a series of \_\_\_\_\_ days. Core Content Addressed: \_\_\_\_\_

Materials Needed: \_\_\_\_\_

**Objective:** (What I want the students to know and be able to do)

### **Immediate Expectations:**

Bell Work/Bell Ringer/Sponge/ (5 minutes) \_\_\_\_\_

*Assignment on the Board:*

- \_\_\_\_\_ Objective above is written on the board
- \_\_\_\_\_ Class Work (pages in text, handouts, and other resources)
- \_\_\_\_\_ Homework
- \_\_\_\_\_ Dates To Know (Long Term Projects, Ballgames, etc...)

**Building on Prior Knowledge** (Anticipatory Set) (10 minutes) How am I going to “hook” the students into the lesson? *E.g. K-W-L, Anticipation Guide, Journal, Brain Teaser, Graphic Organizer, Essential Questions*

**Teach the Content** (10 minutes) How can I “chunk” the material for students to meet the objective? *E.g. Lecture, silent read and question, note taking, graphic organizer, vocabulary strategies, modeling*

## PRE-OBSERVATION FORM

**Practice the Content** (Guided Practice) (10 minutes) How will I allow students time to reflect on what has been taught while teaching the content? *E.g. Think/Pair/Share, journal, clock buddies, hands-on task, cooperative learning, research, simulation, role play, graphic organizers*

**Independent Practice** (10 minutes) What will I provide for the students that allow them to demonstrate the knowledge of content independently?? *E.g. worksheet, open response question, manipulatives, graphic organizer, develop a song, portfolio piece ( This should be the assessment )*

**Closure** (10 minutes) How will I review what has been taught and assess understanding of the objective? *E.g. Oral questions, exit slips, Q & A game: Jeopardy, Wheel of Fortune, Who Wants to Be A Millionaire?*

**SUMMATIVE EVALUATION FOR TEACHERS**

(This summarizes all the formative evaluation data, including professional growth/development activities, and other documentation since last summative evaluation.)

Evaluatee \_\_\_\_\_ Grade/Content Area \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School \_\_\_\_\_

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

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

<u>Teacher Standards:</u>	<u>District Standards:</u>		
	<u>Meets</u>	<u>Needs Growth</u>	<u>Does Not Meet</u>
1. Implements Curriculum/Plans Instruction	_____	_____	_____
2. Organizes Learning Environment/Climate	_____	_____	_____
3. Presents Instruction/Guides Learning	_____	_____	_____
4. Assesses Learning/Instruction	_____	_____	_____
5. Manages Student Behavior	_____	_____	_____
6. Communicates Effectively	_____	_____	_____
7. Exhibits Professionalism	_____	_____	_____
8. Meets Job Expectations/Descriptions	_____	_____	_____
9. Demonstrates Implementation of Technology	_____	_____	_____

\*Any rating in the "needs growth" column requires the development of a Growth Plan.  
Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

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

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_

Evaluatee's Comments: (may be attached) \_\_\_\_\_  
\_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_  
\_\_\_\_\_

To be signed after all information above has been completed and discussed. The evaluatee's signature indicates only that the evaluatee has reviewed the summative evaluation for teachers, in conference with the administrator.

Evaluatee's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have had opportunity to review the formative documentation and to provide input. I concur with the evaluator's assessment. \_\_\_\_\_ Primary Evaluator

*Certified employees must make their appeals to this summative evaluation within five working days of receipt of the evaluation. This is in accordance with 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.*

- Employment Recommendation to Central Office**
- I RECOMMEND REEMPLOYMENT FOR 200\_\_ - 200\_\_
- I RECOMMEND REEMPLOYMENT WITH WORK UNDER A CORRECTIVE ACTION PLAN PLUS ADDITIONAL SUMMATIVE EVALUATION FOR 200\_\_ - 200\_\_.
- I DO NOT RECOMMEND REEMPLOYMENT\* \* Proper documentation is available

- Eligible for Limited Contract
- Eligible to begin Continuing Contract
- On Continuing Contract

**TRIMBLE COUNTY PUBLIC SCHOOLS  
OPTIONAL SELF-ASSESSMENT FOR TEACHERS**

Evaluatee/Observee \_\_\_\_\_ Content Area \_\_\_\_\_ Grade \_\_\_\_\_

Evaluatee/Observer \_\_\_\_\_ Position \_\_\_\_\_

Date of Conference (analyses) \_\_\_\_\_ School \_\_\_\_\_

<b>STANDARDS PERFORMANCE CRITERIA</b>				
<b>STANDARD 1: IMPLEMENTS CURRICULUM/PLANS INSTRUCTION</b>	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>	<b>PROFESSIONAL GROWTH/COMMENTS</b>
1.1 Identifies targeted academic expectations in lesson/unit.				
1.2 Matches activities/learning experiences to academic expectations.				
1.3 Selects appropriate materials/media/technologies for lesson presentation.				
1.4 Includes students' activities that address various student learning styles/intelligences/skills.				
1.5 Selects activities that are developmentally appropriate and academically challenging.				
1.6 Includes a culminating activity (performance) that measures the identified academic expectations.				
1.7 Plans activities to make effective use of class/instructional time available.				
1.8 Incorporates performance-based assessments.				
1.9 Identifies school and community resources.				
1.10 Designs instructional units and student activities that integrate knowledge and skills from more than one discipline.				
1.11 Involves students, when appropriate in designing student activities.				
1.12 Designs instructional activities and themes of interest to students.				
1.13 Designs or uses projects, manipulatives, and simulations to provide "real-life" experiences.				
1.14 Collaborates with others (students, teachers, parents) to develop, design, deliver an aligned curriculum to meet the identified needs of students, school, district, and community.				

**STANDARDS PERFORMANCE CRITERIA**

<b>STANDARD 1: IMPLEMENTS CURRICULUM/PLANS INSTRUCTION con't.</b>	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>	<b>PROFESSIONAL GROWTH/COMMENTS</b>
1.15 Formulates academically-relevant and essential questions.				
1.16 Provides for learning experiences that parallel that which students are ready to learn and do.				
1.17 Provides special education modifications.				
<b>STANDARD 2: ORGANIZES LEARNING ENVIRONMENT/CLIMATE</b>				
2.1 Arranges environment to accommodate individual, small-group, and large-group activities.				
2.2 Alters physical arrangement to match planned activities/students' needs.				
2.3 Maintains a safe/functional environment that minimizes barriers to learning.				
2.4 Arranges instructional materials/media/equipment/technologies to maximize learning opportunities.				
2.5 Maintains positive student-teacher interactions.				
2.6 Displays sensitivity when dealing with students and others.				
2.7 Interacts positively with students, colleagues, parents, and community members.				
<b>STANDARD 3: PRESENTS INSTRUCTIONAL/GUIDES LEARNING</b>				
3.1 Provides/communicates introduction/orientation (e.g., review, organizer, statements of fact, open-response questions, other).				
3.2 Communicates/displays specific learner expectations and desired results.				
3.3 Connects student activities/lesson objectives to "real-life" applications.				
3.4 Includes appropriate uses of media and technologies.				
3.5 Provides multiple perspectives and differing viewpoints when applicable.				
3.6 Provides connections to student activities that are based upon prior learning, students' backgrounds and experiences, and future aspirations.				
3.7 Makes smooth, clear transitions between activities.				

**STANDARDS PERFORMANCE CRITERIA**

<b>STANDARD 3: PRESENTS INSTRUCTIONAL/GUIDES LEARNING con't.</b>	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>	<b>PROFESSIONAL GROWTH/COMMENTS</b>
3.8 Provides time and activities for all students to apply knowledge/practice skills.				
3.9 Uses appropriate questioning techniques to assist students in problem-solving, in developing critical thinking, and in formulating accurate responses.				
3.10 Poses academically-relevant and essential questions during instruction.				
3.11 Uses appropriate response techniques when responding to students' answers in order to maximize learning.				
3.12 Demonstrates and enhances subject knowledge by providing examples and illustrations of accurate, up-to-date information/practices/procedures.				
3.13 Provides opportunities for individual and cooperative learning experiences.				
3.14 Involves all students in learning opportunities.				
3.15 Emphasizes/repeats essential ideas, concepts, procedures throughout instruction.				
3.16 Brings closure to unit/activity that reinforces learning.				
3.17 Encourages students to apply learning in "real-life" settings.				
<b>STANDARD 4: ASSESSES LEARNING/INSTRUCTION</b>				
4.1 Provides students immediate and specific feedback on a consistent basis.				
4.2 Provides feedback that is meaningful and timely.				
4.3 Incorporates comprehension checks of understanding by circulating throughout the room, asking questions, observing students, and guiding students' practices/activities.				
4.4 Uses a variety of assessment techniques to evaluate student performances (open-response items, performance events, portfolio entries, standardized tests, group participation, etc.).				

**STANDARDS PERFORMANCE CRITERIA**

<b>STANDARD 4: ASSESSES LEARNING/INSTRUCTION con't.</b>	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>	<b>PROFESSIONAL GROWTH/COMMENTS</b>
4.5 Analyzes assessment results to improve/revise instruction.				
4.6 Makes adjustments in assessment and instructional techniques for diversities (social, physical, cultural).				
4.7 Provides opportunities for student analysis for unit/lesson activities (reflections, assists in developing scoring guides, etc.).				
<b>STANDARD 5: MANAGES STUDENT BEHAVIOR</b>				
5.1 Establishes/maintains behavioral expectations (class rules) of students.				
5.2 Monitors students' behaviors according to local school/district policies and procedures.				
5.3 Reinforces acceptable student behaviors with genuine, specific praise.				
5.4 Holds each student accountable for his/her own behaviors.				
5.5 Manages disruptive behavior constructively while maintaining instructional momentum.				
5.6 Demonstrates fairness and consistency when managing disruptive behaviors and enforces consequences.				
5.7 Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors.				
<b>STANDARD 6: COMMUNICATES EFFECTIVELY</b>				
6.1 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions.				
6.2 Speaks distinctly and clearly.				
6.3 Adjusts volume and tone for emphasis.				
6.4 Models correct grammar and pronunciations.				
6.5 Provides clear instructions.				
6.6 Shares student expectations, criteria for assessment, student progress with students and parents in meetings, conferences, written progress reports, etc.				
6.7 Displays awareness of space and presence when interacting with others.				
6.8 Maintains positive interactions with others.				
6.9 Makes effective uses of non-verbal cues, expressions, gestures, etc.				

**STANDARDS PERFORMANCE CRITERIA**

<b>STANDARD 7: EXHIBITS PROFESSIONALISM</b>	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>	<b>PROFESSIONAL GROWTH/COMMENTS</b>
7.1 Evaluates self to identify needs for instructional improvement.				
7.2 Develops/reviews a professional growth plan congruent with school/district/KERA goals and missions.				
7.3 Reviews professional growth plan annually and revises plan as needs/goals changes.				
7.4 Participates in professional development activities (continuing education, workshops, seminars, action-based research, teacher networks, etc.).				
7.5 Shares instructional materials, information, ideas with colleagues.				
7.6 Strives to improve instruction on a consistent basis.				
7.7 Maintains appropriate confidentiality regarding students' behaviors and performances.				
7.8 Upholds and models Kentucky's School Personnel Code of Ethics.				
7.9 Encourages professional growth of peers.				
<b>STANDARD 8: MEETS JOB EXPECTATIONS/DESCRIPTIONS</b>				
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 policies and procedures including employee time and attendance.				
8.5 Performs other (out-of-class) duties consistent with contract/job expectation.				

**STANDARDS PERFORMANCE CRITERIA**

<b>STANDARD 9: DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY</b>	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>	<b>PROFESSIONAL GROWTH/COMMENTS</b>
9.1 Operates a multimedia computer and peripherals to install and use a variety of software.				
9.2 Uses terminology related to computers and technology appropriately in written and verbal communication.				
9.3 Demonstrates knowledge of the use of technology in business, industry, and society.				
9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
9.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.				
9.6 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.				
9.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
9.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.				
9.9 Designs lessons that use technology to address diverse student needs and learning styles.				
9.10 Practices equitable and legal use of computers and technology in professional activities.				
9.11 Facilitates the lifelong learning of self and others through the use of technology.				
9.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.				
9.13 Applies research-based instructional practices that use computers and other technology.				
9.14 Uses computers and other technology for individual, small group, and large group learning activities.				

<b>STANDARDS PERFORMANCE CRITERIA</b>				
<b>STANDARD 9: DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY con't.</b>	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>	<b>PROFESSIONAL GROWTH/COMMENTS</b>
9.15 Uses technology to support multiple assessments of student learning.				
9.16 Instructs and supervises students in the ethical and legal use of technology.				

## LIBRARY MEDIA SPECIALIST STANDARDS

### Standard 1: Demonstrates Professional Leadership

- 1.1 Builds positive relationships within and between school and community.
- 1.2 Promotes leadership potential in colleagues.
- 1.3 Participates in professional organizations and activities.
- 1.4 Writes and speaks effectively.
- 1.5 Assists in developing 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 AACR2 (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, 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 volunteers and student helpers.

### 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 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

- 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.

## LIBRARY MEDIA SPECIALIST STANDARDS

- 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 non-print materials.
- 3.7 Assists faculty in the selection of materials to supplement classroom instruction.
- 3.8 Establishes positive rapport with staff, students, and community.
- 3.9 Makes the library media center and its resources accessible to students and faculty.
- 3.10 Provides orientation for new faculty and students, formally and informally.
- 3.11 Maintains effective communication 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**

- 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 KERA 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 communication.
- 4.9 Incorporates the use of technology in accessing information.
- 4.10 Assists students in the use of multi-media for projects.

### **Standard 5: Assumes Responsibility for Professional Growth Practices**

- 5.1 Follows the school's policies and procedures.
- 5.2 Promotes compliance with the copyright law.
- 5.3 Handles concerns of others in a positive and professional manner in order to protect the users' rights to privacy and confidentiality.
- 5.4 Attends local professional growth activities and meetings.
- 5.5 Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences, and other activities related to the field.

## LIBRARY MEDIA SPECIALIST STANDARDS

- 5.6 Follows proper channels to address issues and problems.
- 5.7 Meets assigned time frames as stipulated.
- 5.8 Serves on various school/district committees.
- 5.9 Follows school/district policies and procedures including employee time and attendance.
- 5.10 Performs other (out-of-class) duties consistent with contract/job expectation.

### Standard 6: Demonstrates Implementation of Technology

The library media specialist 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 Operates a multimedia computer and peripherals to install and use a variety of software.
- 6.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 6.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 6.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 6.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 6.6 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.
- 6.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 6.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 6.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 6.10 Practices equitable and legal use of computers and technology in professional activities.
- 6.11 Facilitates the lifelong learning of self and others through the use of technology.
- 6.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 6.13 Applies research-based instructional practices that use computers and other technology.
- 6.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 6.15 Uses technology to support multiple assessments of student learning.
- 6.16 Instructs and supervises students in the ethical and legal use of technology.

**TRIMBLE COUNTY PUBLIC SCHOOLS  
FORMATIVE PERFORMANCE OBSERVATION--LIBRARY MEDIA SPECIALIST**

Evaluatee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_ Length of Observation \_\_\_\_\_

**INSTRUCTIONS:**

Answering these questions involves considerable subjective decision making. Information completed on this form should be gathered from specific products and behaviors such as observations, portfolios, extra-curricula activities, PD activities, etc. The entire document is intended to provide concrete data upon which a summative evaluation will be based. Items are checked "Meets," "Needs Growth," or "Does Not Meet." Factual comments which recall specific incidents are noted in the space entitled "Evidence." Any standard marked "Needs Growth" requires the development of a growth plan. Any standard marked "Does Not Meet" requires the development of an individual corrective action plan. Evaluator may attach sheets if additional space is needed

**Standard 1: Demonstrates Professional Leadership**

- Meets Standard
- Needs Growth
- Does Not Meet Standard

**Evidence:**

1.1 Builds positive relationships within and between school and community. 1.2 Promotes leadership potential in colleagues. 1.3 Participates in professional organizations and activities. 1.4 Writes and speaks effectively. 1.5 Assists in developing 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 AACR2 (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, 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 volunteers and student helpers.

**Standard 2: Provides Exemplary Resources Through Collection Development**

- Meets Standard
- Needs Growth
- Does Not Meet Standard

**Evidence:**

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

**Standard 3: Provides Effective Library Media Services**

- Meets Standard
- Needs Growth
- Does Not Meet Standard

**Evidence:**

3.1 Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school. 3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening. 3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers. 3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum. 3.5 Provides training to staff in use of new materials, technology, and equipment, demonstrating practical applications for curriculum connections. 3.6 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprint materials. 3.7 Assists faculty in the selection of materials to supplement classroom instruction. 3.8 Establishes positive rapport with staff, students, and community. 3.9 Makes the library media center and its resources accessible to students, faculty, and community. 3.10 Provides orientation for new faculty and students, formally and informally. 3.11 Maintains effective communication 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**

- Meets Standard
- Needs Growth
- Does Not Meet Standard

**Evidence:**

4.1 Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of KERA 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 communication. 4.9 Incorporates the use of technology in accessing information. 4.10 Assists students in the use of multi-media for projects.

**Standard 5: Assumes Responsibility for Professional Growth Practices**

- Meets Standard
- Needs Growth
- Does Not Meet Standard
- 

**Evidence:**

5.1 Follows the school's policies and procedures. 5.2 Promotes compliance with the copyright law. 5.3 Handles concerns of others in a positive and professional manner in order to protect the users' rights to privacy and confidentiality. 5.4 Attends local professional growth activities and meetings. 5.5 Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences, and other activities related to the field. 5.6 Follows proper channels to address issues and problems. 5.7 Meets assigned time frames as stipulated. 5.8 Serves on various school/district committees. 5.9 Follows school/district policies and procedures including employee time and attendance. 5.10 Performs other (out-of-class) duties consistent with contract/job expectation.

**Standard 6: Demonstrates Implementation of Technology**

- Meets Standard
- Needs Growth
- Does Not Meet Standard

**Evidence:**

6.1 Operates a multimedia computer and peripherals to install and use a variety of software. 6.2 Uses terminology related to computers and technology appropriately in written and verbal communication. 6.3 Demonstrates knowledge of the use of technology in business, industry, and society. 6.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations. 6.5 Creates multimedia presentations using scanners, digital cameras, and video cameras. 6.6 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. 6.7 Uses computers and other technologies such as interactive instruction, audio-video conferencing, and other distance learning applications to enhance professional productivity and support instruction. 6.8 Requests and uses appropriate assistive and adaptive devices for students with special needs. 6.9 Designs lessons that use technology to address diverse students needs and learning styles. 6.10 Practices equitable and legal use of computers and technology in professional activities. 6.11 Facilitates the lifelong learning of self and others through the use of technology. 6.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation. 6.13 Applies research-based instructional practices that use computers and other technology. 6.14 Uses computers and other technology for individual, small group, and large group learning activities. 6.15 Uses technology to support multiple assessments of student learning. 6.15 Instructs and supervises students in the ethical and legal use of technology.

**Evaluator** \_\_\_\_\_ **Evaluatee** \_\_\_\_\_ **Date of Review** \_\_\_\_\_

Signature does not indicate agreement. Evaluatee's signature indicates only that he/she has seen this form and been involved in its review.

**I have had the opportunity to review the formative evaluation documentation and to provide input. I concur with the evaluator's assessment:**

\_\_\_\_\_  
**Primary Evaluator**

**TRIMBLE COUNTY PUBLIC SCHOOLS  
OPTIONAL SELF-ASSESSMENT  
FOR LIBRARY MEDIA SPECIALIST**

Evaluatee/Observee \_\_\_\_\_ Content Area \_\_\_\_\_ Grade \_\_\_\_\_

Evaluatee/Observer \_\_\_\_\_ Position \_\_\_\_\_

Date of Conference (analyses) \_\_\_\_\_ School \_\_\_\_\_

<b>STANDARDS PERFORMANCE CRITERIA</b>				
<b>STANDARD 1: DEMONSTRATES PROFESSIONAL LEADERSHIP</b>	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>	<b>PROFESSIONAL GROWTH/COMMENTS</b>
1.1 Builds positive relationships within and between school and community.				
1.2 Promotes leadership potential in colleagues.				
1.3 Participates in professional organizations and activities.				
1.4 Writes and speaks effectively.				
1.5 Assists in developing 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 AACR2 (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, 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.				

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**TRIMBLE COUNTY PUBLIC SCHOOLS  
OPTIONAL SELF-ASSESSMENT  
FOR LIBRARY MEDIA SPECIALIST**

<b>STANDARDS PERFORMANCE CRITERIA</b>				
<b>STANDARD 1: DEMONSTRATES PROFESSIONAL LEADERSHIP</b>	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>	<b>PROFESSIONAL GROWTH/COMMENTS</b>
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 volunteers and student helpers.				
<b>STANDARD 2: PROVIDES EXEMPLARY RESOURCES THROUGH COLLECTION DEVELOPMENT</b>				
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.				

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**TRIMBLE COUNTY PUBLIC SCHOOLS  
OPTIONAL SELF-ASSESSMENT  
FOR LIBRARY MEDIA SPECIALIST**

STANDARDS PERFORMANCE CRITERIA				
<b>STANDARD 3: PROVIDES EFFECTIVE LIBRARY MEDIA SERVICES</b>				
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 nonprint materials.				
3.7 Assists faculty in the selection of materials to supplement classroom instruction.				
3.8 Establishes positive rapport with staff, students, and community.				
3.9 Makes the library media center and its resources accessible to students and faculty.				
3.10 Provides orientation for new faculty and students, formally and informally.				
3.11 Maintains effective communication with staff and students, e.g., informs faculty and students of new acquisitions and services.				

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**TRIMBLE COUNTY PUBLIC SCHOOLS  
OPTIONAL SELF-ASSESSMENT  
FOR LIBRARY MEDIA SPECIALIST**

<b>STANDARDS PERFORMANCE CRITERIA</b>				
<b>STANDARD 3: PROVIDES EFFECTIVE LIBRARY MEDIA SERVICES con't.</b>	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>	<b>PROFESSIONAL GROWTH/COMMENTS</b>
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.				
<b>STANDARD 4: ENABLES STUDENTS TO BECOME EFFECTIVE INFORMATION USERS</b>				
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 KERA 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 communication.				
4.9 Incorporates the use of technology in accessing information.				
4.10 Assists students in the use of multimedia for projects.				
<b>STANDARD 5: ASSUMES RESPONSIBILITY FOR PROFESSIONAL GROWTH PRACTICES</b>				
5.1 Follows the school's policies and procedures.				
5.2 Promotes compliance with the copyright law.				

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**TRIMBLE COUNTY PUBLIC SCHOOLS  
OPTIONAL SELF-ASSESSMENT  
FOR LIBRARY MEDIA SPECIALIST  
STANDARDS PERFORMANCE CRITERIA**

<b>STANDARD 5: ASSUMES RESPONSIBILITY FOR PROFESSIONAL GROWTH PRACTICES con't.</b>	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>	<b>PROFESSIONAL GROWTH/COMMENTS</b>
5.3 Handles concerns of others in a positive and professional manner in order to protect the users' rights to privacy and confidentiality.				
5.4 Attends local professional growth activities and meetings.				
5.5 Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences, and other activities related to the field.				
5.6 Follows proper channels to address issues and problems.				
5.7 Meets assigned time frames as stipulated.				
5.8 Serves on various school/district committees.				
5.9 Follows school/district policies and procedures including employee time and attendance.				
5.10 Performs other (out of class) duties consistent with contract/job expectations.				
<b>STANDARD 6: DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY</b>				
6.1 Operates a multimedia computer and peripherals to install and use a variety of software.				
6.2 Uses terminology related to computers and technology appropriately in written and verbal communication.				
6.3 Demonstrates knowledge of the use of technology in business, industry, and society.				
6.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
6.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.				
6.6 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.				
6.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
6.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.				

**TRIMBLE COUNTY PUBLIC SCHOOLS  
OPTIONAL SELF-ASSESSMENT  
FOR LIBRARY MEDIA SPECIALIST**

<b>PERFORMANCE CRITERIA</b>				
<b>STANDARD 6: DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY con't.</b>	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>	<b>PROFESSIONAL GROWTH/COMMENTS</b>
6.9 Designs lessons that use technology to address diverse student needs and learning styles.				
6.10 Practices equitable and legal use of computers and technology in professional activities.				
6.11 Facilitates the lifelong learning of self and others through the use of technology.				
6.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.				
6.13 Applies research-based instructional practices that use computers and other technology.				
6.14 Uses computers and other technology for individual, small group, and large group learning activities.				
6.15 Uses technology to support multiple assessments of student learning.				
6.16 Instructs and supervises students in the ethical and legal use of technology.				

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

## SUMMATIVE EVALUATION FOR LIBRARY MEDIA SPECIALIST

(This summarizes all the formative evaluation data, including professional growth/development activities, and other documentation since last summative evaluation.)

Evaluatee \_\_\_\_\_ Grade/Content Area \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School \_\_\_\_\_

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

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

<u>Library Media Specialist Standards:</u>	<u>District Standards:</u>		
<u>Meet</u>	<u>Meets</u>	<u>Needs Growth</u>	<u>Does Not</u>
1. Demonstrates Professional Leadership	_____	_____	_____
2. Provides Exemplary Resources through Collection Development	_____	_____	_____
3. Provides Effective Library Media Services	_____	_____	_____
4. Enables Students to Become Effective Information Users	_____	_____	_____
5. Assumes Responsibility for Professional Growth Practices	_____	_____	_____
6. Demonstrates Implementation of Technology	_____	_____	_____

\*Any rating in the "needs growth" column requires the development of a Growth Plan.  
 Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

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

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

Evaluatee's Comments: (may be attached) \_\_\_\_\_  
 \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

To be signed after all information above has been completed and discussed. The evaluatee's signature indicates only that the evaluatee has reviewed the summative evaluation for Library Media Specialist, in conference with the administrator.

Evaluatee's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have had opportunity to review the formative documentation and to provide input. I concur with the evaluator's assessment. \_\_\_\_\_ Primary Evaluator

*Certified employees must make their appeals to this summative evaluation within five working days of receipt of the evaluation. This is in accordance with 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.*

**Employment Recommendation to Central Office**

I RECOMMEND REEMPLOYMENT FOR 200\_\_ - 200\_\_

I RECOMMEND REEMPLOYMENT WITH WORK UNDER A CORRECTIVE ACTION PLAN PLUS ADDITIONAL SUMMATIVE EVALUATION FOR 200\_\_ - 200\_\_.

I DO NOT RECOMMEND REEMPLOYMENT\* \* Proper documentation is available

- Eligible for Limited Contract
- Eligible to begin Continuing Contract
- On Continuing Contract

**RECOMMENDATION FOR RE-EMPLOYMENT  
NON-EVALUATED CERTIFIED PERSONNEL**

Employee \_\_\_\_\_ Grade/Content Area \_\_\_\_\_  
Administrator \_\_\_\_\_ Position \_\_\_\_\_  
School \_\_\_\_\_

**Employment Recommendation to Central Office**

- I RECOMMEND REEMPLOYMENT FOR 200\_\_ - 200\_\_
- I RECOMMEND REEMPLOYMENT WITH WORK UNDER A CORRECTIVE ACTION PLAN PLUS ADDITIONAL SUMMATIVE EVALUATION FOR 200\_\_ - 200\_\_.
- I DO NOT RECOMMEND REEMPLOYMENT\*    \* Proper documentation is available

- Eligible for Limited Contract
- Eligible to begin Continuing Contract
- On Continuing Contract

Employee's signature: _____	Date: _____
Administrator's signature: _____	Date: _____

**TRIMBLE COUNTY SCHOOLS  
INDIVIDUAL PROFESSIONAL GROWTH PLAN**

\_\_\_\_\_ School Year Initiated

DATE \_\_\_\_\_ NAME \_\_\_\_\_ WORK SITE \_\_\_\_\_

<u>Area for Professional Growth</u> <small>(from Comprehensive Plan, Teacher Standards or PD Plan)</small>	<u>Growth Objective / Goal(s)</u>	<u>Procedures and Activities for Achieving Goals and Objectives</u>	<u>Target Date(s) for completion</u>

**This individual professional plan is aligned with the School Comprehensive Plan Goal(s):**

**Individual Professional Development Plan Developed & Approved:**

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Annual Review:**     Achieved     Revised     Continued

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Midterm Progress Check:**

Comments: \_\_\_\_\_

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_



**TRIMBLE COUNTY SCHOOLS  
INDIVIDUAL CORRECTIVE ACTION PLAN**

School Year \_\_\_\_\_

DATE \_\_\_\_\_ NAME \_\_\_\_\_ WORK SITE \_\_\_\_\_

<u>Teacher Standard Number</u>	<u>Growth Objective/Goal(s) (describe desired outcomes)</u>	<u>Procedures and Activities for Achieving goals and Objectives (including support personnel)</u>	<u>Appraisal Method and Target Dates</u>

Evaluatee's Comments: \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

<p><b><u>Individual Growth Plan Developed:</u></b></p> <p>_____ Employee's Signature</p> <p>_____ Supervisor's Signature</p> <p>_____ Date</p> <p>_____ Date</p>	<p><b><u>Status:</u></b></p> <table border="0"> <tr> <td>Review Date(s)</td> <td>Met</td> <td>Not Met</td> <td>Continue</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </table> <table border="0"> <tr> <td>_____ Evaluatee's Signature</td> <td>_____ Date</td> </tr> <tr> <td>_____ Evaluator's Signature</td> <td>_____ Date</td> </tr> </table>	Review Date(s)	Met	Not Met	Continue	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____ Evaluatee's Signature	_____ Date	_____ Evaluator's Signature	_____ Date
Review Date(s)	Met	Not Met	Continue																		
_____	_____	_____	_____																		
_____	_____	_____	_____																		
_____	_____	_____	_____																		
_____ Evaluatee's Signature	_____ Date																				
_____ Evaluator's Signature	_____ Date																				

**CORRECTIVE ACTION PLAN LOG OF ACTIVITIES**

**Teacher:** \_\_\_\_\_

**Date of Meeting:** \_\_\_\_\_

**Persons Present: (Signatures)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Summary of Meeting:**

**Recommendations:**

**Next Meeting:** \_\_\_\_\_

**(Copy to each person present)**





**Trimble County Public Schools**  
**ADMINISTRATIVE EVALUATION**

Evaluation is the process of assess or determining the effectiveness of performances and products: to promote the continuation of professional competence; to identify areas for professional growth; and to assist in making personnel decisions. The district has taken the position that the prime purpose of evaluation should be to improve instruction, curriculum, assessment, and other professional responsibilities. The evaluation process should be a bilateral, cooperative endeavor between the person being evaluated (the evaluatee) and his/her evaluator. The evaluatee's input is necessary from the initiation of the evaluation cycle.

All administrators are to be evaluated annually by their primary supervisor. An "administrator" is any certified staff person who devotes the majority of his/her employed time to serve as a principal, assistant principal, supervisor, coordinator, director, assistant director, pupil personnel worker, or guidance counselor including the superintendent.

Informal observations will occur throughout the year. The evaluatee and the evaluator will engage in on-going constructive exchange. Appropriate topics for consideration in ongoing formative evaluation include the evaluatee's performance, feedback from various individuals with which the evaluatee works, the district's support of the evaluatee, issues that should be addressed, whether and how job expectations should be revised, and preliminary views of what the end evaluation is likely to show. Documentation procedures will rely on varied data collection techniques including:

- Informal observation- evaluatee with other employees, students or parents;  
small groups; meetings; school-related activities; in supervisory roles; change agent
- Personal Data-Attendance records; input from other employees and community members; overall school or program evaluation data; participation in professional organizations; follow up activities; etc.
- Non-observed Data-staff/student/parent/community comments; correspondence
- Artifact Data-Administrator log; awards, recognitions, achievements, clippings; committee minutes, reports; letters, memos, newsletters (quality/quantity); school test data; surveys/inventories;

The intent of this exchange is to lead to a clear view of the evaluatee's job performance.

If data indicates a problem with successfully fulfilling district criteria, a conference should be scheduled immediately and corrective action plan implemented. The evaluatee should be given reasonable time to address deficiencies prior to formally assessing attainment of district performance criteria. In any case, a conference should be scheduled between evaluator and evaluatee by January 5 to discuss data collected to this mid-point of the school year.

**ADMINISTRATIVE POSITIONS EVALUATED  
THROUGH THIS PROCESS**

Assistant Superintendent	(1)
Director of Pupil Personnel	(1)
Director of Instructional Support Services	(1)
Technology Coordinator	(1)
Elementary Principals	(2)
Middle School Principal	(1)
High School Principal	(1)
Chief Financial Officer	(1)
Adult Education Coordinator	(1)
Special Education Director	(1)
Maintenance/Transportation Supervisor	(1)
Food Service Director	(1)

The superintendent or designee directly evaluates all of the above administrative personnel.

<u>Evaluatee</u>		<u>Primary Evaluator</u>
Assistant Principal	(1)	High School Principal
Assistant Principal	(1)	Middle School Principal
Counselors:		
High School	(1)	High School Principal
Middle School	(1)	Middle School Principal
Elementary	(2)	Elementary Principal
Migrant Coordinator/Advocate	(1)	Director of Instructional Support Services
Family Resource Center Director	(1)	Director of Pupil Personnel
Youth Service Center Coordinator	(1)	Director of Pupil Personnel
District Nurse	(1)	Family Resource Center Director
School Psychologist	(1)	Special Education Director

## **COMPONENTS OF THE ADMINISTRATIVE EVALUATION**

Each of the five components included in the evaluation process is vital to the overall summary of performance. A cooperative evaluation, which is focused upon good management and improvement, can create a climate for quality in all areas. Each of the components is outlined below:

### **I. STANDARDS & PERFORMANCE CRITERIA: SELF-APPRAISAL AND APPRAISAL BY IMMEDIATE SUPERVISOR.**

Every administrator's job has been broken into six standards with performance criteria indicators and a corresponding job description which generally details the primary functions of his/her office. The purpose of this evaluation section is for the administrator to complete a self-assessment and discuss this self-assessment with the superintendent or primary evaluator in terms of specific job performance.

The superintendent or primary evaluator will also provide his appraisal of job performance including an overview of the administrator's job description. This assessment should focus on data collected throughout the administrator's scope of activities. The evaluator indicates on the checklist whether the evaluatee "meets, needs growth, or does not meet" the district standards. In an area where a "needs growth" is marked, the growth plan must immediately be reviewed and revised to address the area that needs improvement. A standard marked, "does not meet standards" requires that a corrective action plan, utilizing the professional development/growth goal/plan should be developed to address the deficiency. The evaluator must make a comment on any performance item that is either unsatisfactory or needing improvement. No comment would mean job meets district standards.

### **II. PROFESSIONAL DEVELOPMENT/GROWTH PLAN**

The superintendent or primary evaluator will annually identify with each administrator one or more goals for the next school year. The evaluatee and/or evaluator may choose to add additional goals during the evaluation cycle (i.e., Board adopts district goals; deficiency in job performance is noted.)

Administrators should insert the sheet "Goals for \_\_\_\_ - \_\_\_\_ Evaluation Cycle" from the previous year's evaluation package and use Section II to report on the current progress of those goals.

If the goal has a timeline for completion in May or June, the administrator is responsible for providing the superintendent with a written update of this goal/objective completed after the evaluation conference date. An additional conference will be scheduled only if deemed necessary by the superintendent.

The steps in development of a professional growth plan include: (1) Determining area for growth using one or more of the following: evaluation data, district goals, school consolidated plan goals, or other goals; (2) Decide what objectives/activities are needed to reach the goal; and (3) Determine the method for evaluating success.

### **III. EVALUATION SUMMARY**

The superintendent or primary evaluator in conference with each administrator will review each component of the administrative evaluation process and will provide a summative conclusion.

**EVALUATION STANDARDS:** The evaluatee must meet all the standards from Section I and Section II in order to receive a "meets district standards" marking on the summative evaluation.

The evaluator and the Superintendent may make comments in this section, and the evaluatee may provide a written response to the evaluation if desired. If an evaluatee disagrees with the summative evaluation of his or her primary evaluator, the evaluatee may register perceptions, opinions, and individual judgments in writing under "Comments of Evaluatee" on the Evaluation Summary.

**APPEAL OF EVALUATION:** The Local Appeals Committee, in accordance with KRS 156.101 and Board Policy/Procedures 03.18, will hear grievances of certified personnel concerning their evaluation. Any administrator who believes that he or she was not fairly evaluated on the summative evaluation has the option of appealing to this panel within five working days of the receipt of the summative evaluation.

# TIMELINES

- July 30 Evaluation package prepared for distribution to each administrator
- October 15 **FORMATIVE EVALUATION PRE-CONFERENCE:**  
Clarifies expectations: process, criteria and indicators; collection of formal data, informal or non-observed data; and artifact data;  
  
Discusses: the job description, personal goals and objectives and how these will be achieved  
  
Identifies: school goals as determined in the Consolidated Plan and role in accomplishment of district goals; evaluatee submits Professional Growth Plan
- Throughout Year **Formative Data Collection;** meeting/s of the evaluatee and evaluator to check progress and address documented/written areas of concern
- March 30 Evaluator/Evaluatee  
Discuss data collection & progress of professional growth/development plan  
Evaluatee **submits complete evaluation package** to his/her supervisor for evaluation; prior to the summative conference for administrative evaluatees', the evaluator ensures that the relevant data has been collected before evaluating performance and confirms that data collected is current and accurate.  
  
Evaluatee conferences with the superintendent or primary evaluator, and evaluation summary is completed. If the evaluatee disagrees with the evaluation, an appeal may be filed in accordance with Board Policy 03.18.  
  
Evaluatee and evaluator use evaluation procedure to set goals for next evaluation cycle.
- April 15 All parts of the Administrative Evaluation package are to be submitted to the Superintendent's Office.

# OBSERVATION/DATA COLLECTION FORM

Name- \_\_\_\_\_ Date- \_\_\_\_\_

Growth Plan Progress:

# COMPONENT I

**STANDARDS & PERFORMANCE**

**CRITERIA AREAS**

**JOB DESCRIPTION**

*SELF-APPRAISAL*

*AND*

*APPRAISAL BY IMMEDIATE SUPERVISOR*

## ISLLC STANDARDS AND PERFORMANCE FOR ADMINISTRATORS

**Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.**

1. Vision & mission of the school are effectively communicated to staff, parents, students, & community members.
2. The vision & mission are communicated through the use of symbols, ceremonies, stories, & similar activities.
3. The core beliefs of the school vision are modeled for all stakeholders.
4. The vision is developed with and among stakeholders.
5. The contributions of school community members to the realization of the vision are recognized and celebrated.
6. Progress toward the vision and mission is communicated to all stakeholders.
7. The school community is involved in school improvement efforts.
8. The vision shaped the educational programs, plans, and actions.
9. An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
10. Assessment data related to student learning are used to develop the school vision and goals.
11. Relevant demographic data pertaining to students & families are used in developing the school mission & goals.
12. Barriers to achieving the vision are identified, clarified, and addressed.
13. Needed resources are sought and obtained to support the implementation of the school mission and goals.
14. Existing resources are used in support of the school vision and goals.
15. The vision, mission, and implementation plans are regularly monitored, evaluated, and revised.

**Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, & sustaining a school culture & instructional program conducive to student learning & staff professional growth.**

1. All individuals are treated with fairness, dignity, and respect.
2. Professional development promotes a focus on student learning consistent with the school vision and goals.
3. Students and staff feel valued and important.
4. The responsibilities and contributions of each individual are acknowledged.
5. Barriers to student learning are identified, clarified, and addressed.
6. Diversity is considered in developing learning experiences.
7. Life long learning is encouraged and modeled.
8. There is a culture of high expectations for self, student, and staff performance.
9. Technologies are used in teaching and learning.
10. Student and staff accomplishments are recognized and celebrated.
11. Multiple opportunities to learn are available to all students.
12. The school is organized and aligned for success.
13. Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.
14. Curriculum decisions are based on research, expertise of teachers, recommendations of learned societies.

15. The school culture and climate are assessed on a regular basis.
16. A variety of sources of information is used to make decisions.
17. Student learning is assessed using a variety of techniques.
18. Multiple sources of information regarding performance are used by staff and students.
19. A variety of supervisory and evaluation models is employed.
20. Pupil personnel programs are developed to meet the needs of students and their families.

**Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

1. Knowledge of learning, teaching, and student development is used to inform management decisions.
2. Operational procedures are designed and managed to maximize opportunities for successful learning.
3. Emerging trends are recognized, studied, and applied as appropriate.
4. Operational plans and procedures to achieve the vision and goals of the school are in place.
5. Collective bargaining and other contractual agreements related to the school are effectively managed.
6. The school plant, equipment, and support systems operate safely, efficiently, and effectively.
7. Time is managed to maximize attainment of organizational goals.
8. Potential problems and opportunities are identified.
9. Problems are confronted and resolved in a timely manner.
10. Financial, human, and material resources are aligned to the goals of schools.
11. The school acts entrepreneurially to support continuous improvement.
12. Organizational systems are regularly monitored and modified as needed.
13. Stakeholders are involved in decisions affecting schools.
14. Responsibility is shared to maximize ownership and accountability.
15. Effective problem-framing and problem-solving skills are used.
16. Effective communication skills are used.
17. There is effective use of technology to manage school operations.
18. Fiscal resources of the school are managed responsibly, efficiently, and effectively.
19. A safe, clean, and aesthetically pleasing school environment is created and maintained.
20. Human resource functions support the attainment of school goals.
21. Confidentiality and privacy of school records are maintained.

**Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families & community members, responding to diverse community interests & needs, & mobilizing community resources.**

1. High visibility, active involvement, and communication with the larger community is a priority.
2. Relationships with community leaders are identified and nurtured.
3. Information about family and community concerns, expectations, and needs is used regularly.
4. There is outreach to different business, religious, political, and service agencies and organizations.
5. Credence is given to individuals and groups whose values and opinions may conflict.
6. The school and community serve one another as resources.
7. Available community resources are secured to help the school solve problems and achieve goals.
8. Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
9. Community youth family services are integrated with school programs.
10. Community stakeholders are treated equitably.

11. Diversity is recognized and valued.
12. Effective media relations are developed and maintained.
13. A comprehensive program of community relations is established.
14. Public resources and funds are used appropriately and wisely.
15. Community collaboration is modeled for staff.
16. Opportunities for staff to develop collaborative skills are provided.

**Standard 5: The administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.**

1. Examines personal and professional values.
2. Demonstrates a personal and professional code of ethics.
3. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
4. Serves as a role model.
5. Accepts responsibility for school operations.
6. Considers the impact of one's administrative practices on others.
7. Uses the influence of the office to enhance the educational program rather than for personal gain.
8. Treats people fairly, equitably, and with dignity and respect.
9. Protects the rights and confidentiality of students and staff.
10. Demonstrates appreciation for and sensitivity to the diversity in the school community.
11. Recognizes and respects the legitimate authority of others.
12. Examines and considers the prevailing values of the diverse school community.
13. Expects that others in the school community will demonstrate integrity and exercise ethical behavior.
14. Opens the school to public scrutiny.
15. Fulfills legal and contractual obligations.
16. Applies laws and procedures fairly, wisely, and considerately.

**Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

1. The environment in which schools operate is influenced on behalf of students and their families.
2. Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.
3. There is ongoing dialogue with representatives of diverse community groups.
4. The school community works within the framework of policies, laws, & regulations enacted by local, state, & federal authorities.
5. Public policy is shaped to provide quality education for students.
6. Lines of communication are developed with decision makers outside the school community.

## **GUIDANCE COUNSELOR STANDARDS**

### **Standard 1: Program Management, Research, and Evaluation**

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

### **Standard 2: Developmental Guidance Curriculum**

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

### **Standard 3: Individual/Small Group Counseling**

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

### **Standard 4: Consultation/Collaboration**

- 4.1 Consults with parents, faculty, staff, administrators, and others to enhance their work with students.
- 4.2 Interprets relevant information concerning the developmental needs of students.
- 4.3 Reduces barriers to student learning through direct referred services.
- 4.4 Facilitates new student integration into the school environment.
- 4.5 Works with teachers to provide support for students in a crisis situation.

- 4.6 Interacts with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees.
- 4.7 Facilitates successful communication between and among teachers, parents, teacher and students.
- 4.8 Works with teachers and administrators relevant to behavior management to promote and support intervention strategies.
- 4.9 Consults with external community and professional resources.

#### **Standard 5: Coordination**

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

#### **Standard 6: Assessment**

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

#### **Standard 7: Adheres to Professional Standards**

- 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 Adheres to federal/state laws and regulations related to education and child protection.
- 7.3 Be responsible for the 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 Be knowledgeable of the position statements of the American School Counselor Association
- 7.6 Identifies activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession.

#### **Standard 8: Demonstrates Professional Leadership**

- 8.1 Builds positive relationships within and between school and community.
- 8.2 Promotes leadership potential in colleagues.
- 8.3 Participates in professional organizations and activities.
- 8.4 Writes and speaks effectively.
- 8.5 Guides the development of curriculum and instructional materials.
- 8.6 Participates in policy design and development at the local school, within

professional organizations, and/or within community organizations with educationally related activities.

- 8.7 Initiates and develops educational projects and programs.
- 8.8 Practices effective listening, conflict resolutions, and group-facilitation skills as a team member.
- 8.9 Present program in a manner that reflects sensitivity to a multicultural and global perspective.
- 8.10 Writes for publication, presents at conferences, and provides professional development.
- 8.11 Works with colleagues to administer an effective learning climate within the school.

### **Standard 9: Engages in Professional Development**

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

### **Standard 10: Demonstrates Implementation of Technology**

The guidance counselor 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.

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

*(JOB DESCRIPTION INSERT)*

**PERFORMANCE EVALUATION—ADMINISTRATOR  
BASED UPON ADMINISTRATION  
ISLLC STANDARDS AND PERFORMANCE CRITERIA**

**STANDARD 1.** A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
1. Vision & mission of the school are effectively communicated to staff, parents, students, & community members.						
2. The vision & mission are communicated through the use of symbols, ceremonies, stories, & similar activities.						
3. The core beliefs of the school vision are modeled for all stakeholders.						
4. The vision is developed with and among stakeholders.						
5. The contributions of school community members to the realization of the vision are recognized and celebrated.						
6. Progress toward the vision and mission is communicated to all stakeholders.						
7. The school community is involved in school improvement efforts.						
8. The vision shaped the educational programs, plans, and actions.						
9. An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.						
10. Assessment data related to student learning are used to develop the school vision and goals.						
11. Relevant demographic data pertaining to students & families are used in developing the school mission & goals.						
12. Barriers to achieving the vision are identified, clarified, and addressed.						

13. Needed resources are sought and obtained to support the implementation of the school mission and goals.						
14. Existing resources are used in support of the school vision and goals.						
15. The vision, mission, and implementation plans are regularly monitored, evaluated, and revised.						

**STANDARD 2. A school administrator is an educational leader who promotes the success of all student by advocating, nurturing, & sustaining a school culture & instructional program conducive to student learning & staff professional growth.**

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
1. All individuals are treated with fairness, dignity, and respect.						
2. Professional development promotes a focus on student learning consistent with the school vision and goals.						
3. Students and staff feel valued and important.						
4. The responsibilities and contributions of each individual are acknowledged.						
5. Barriers to student learning are identified, clarified, and addressed.						
6. Diversity is considered in developing learning experiences.						
7. Life long learning is encouraged and modeled.						
8. There is a culture of high expectations for self, student, and staff performance.						
9. Technologies are used in teaching and learning.						
10. Student and staff accomplishments are recognized and celebrated.						
11. Multiple opportunities to learn are available to all students.						
12. The school is organized and aligned for success.						
13. Curricular, co-						

curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.						
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**STANDARD 2 con't.**

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
14. Curriculum decisions are based on research, expertise of teachers, recommendations of learned societies.						
15. The school culture and climate are assessed on a regular basis.						
16. A variety of sources of information is used to make decisions.						
17. Student learning is assessed using a variety of techniques.						
18. Multiple sources of information regarding performance are used by staff and students.						
19. A variety of supervisory and evaluation models is employed.						
20. Pupil personnel programs are developed to meet the needs of students and their families.						

**SELF**

**EVALUATOR**

**STANDARD 3.** A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
1. Knowledge of learning, teaching, and student development is used to inform management decisions.						
2. Operational procedures are designed and managed to maximize opportunities for successful learning.						
3. Emerging trends are recognized, studied, and applied as appropriate.						
4. Operational plans and procedures to achieve the vision and goals of the school are in place.						
5. Collective bargaining and other contractual agreements related to the school are effectively managed.						
6. The school plant, equipment, and support systems operate safely, efficiently, and effectively.						
7. Time is managed to maximize attainment of organizational goals.						
8. Potential problems and opportunities are identified.						
9. Problems are confronted and resolved in a timely manner.						
10. Financial, human, and material resources are aligned to the goals of schools.						
11. The school acts entrepreneurally to support continuous improvement.						
12. Organizational systems are regularly monitored and modified as needed.						
13. Stakeholders are involved in decisions affecting schools.						

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**STANDARD 3 con't.**

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
14. Responsibility is shared to maximize ownership and accountability.						
15. Effective problem-framing and problem-solving skills are used.						
16. Effective communication skills are used.						
17. There is effective use of technology to manage school operations.						
18. Fiscal resources of the school are managed responsibly, efficiently, and effectively.						
19. A safe, clean, and aesthetically pleasing school environment is created and maintained.						
20. Human resource functions support the attainment of school goals.						
21. Confidentiality and privacy of school records are maintained.						

**SELF**

**EVALUATOR**

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**STANDARD 4.** A school administrator is an educational leader who promotes the success of all students by collaborating with families & community members, responding to diverse community interests & needs, & mobilizing community resources.

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
1. High visibility, active involvement, and communication with the larger community is a priority.						
2. Relationships with community leaders are identified and nurtured.						
3. Information about family and community concerns, expectations, and needs is used regularly.						
4. There is outreach to different business, religious, political, and service agencies and organizations.						
5. Credence is given to individuals and groups whose values and opinions may conflict.						
6. The school and community serve one another as resources.						
7. Available community resources are secured to help the school solve problems and achieve goals.						
8. Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.						
9. Community youth family services are integrated with school programs.						
10. Community stakeholders are treated equitably.						
11. Diversity is recognized and valued.						
12. Effective media relations are developed and maintained.						

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**STANDARD 4 con't.**

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
13. A comprehensive program of community relations is established.						
14. Public resources and funds are used appropriately and wisely.						
15. Community collaboration is modeled for staff.						
16. Opportunities for staff to develop collaborative skills are provided.						

**SELF**

**EVALUATOR**

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**STANDARD 5. The administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.**

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
1. Examines personal and professional values.						
2. Demonstrates a personal and professional code of ethics.						
3. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.						
4. Serves as a role model.						
5. Accepts responsibility for school operations.						
6. Considers the impact of one's administrative practices on others.						
7. Uses the influence of the office to enhance the educational program rather than for personal gain.						
8. Treats people fairly, equitably, and with dignity and respect.						
9. Protects the rights and confidentiality of students and staff.						
10. Demonstrates appreciation for and sensitivity to the diversity in the school community.						
11. Recognizes and respects the legitimate authority of others.						
12. Examines and considers the prevailing values of the diverse school community.						
13. Expects that others in the school community will demonstrate integrity and exercise ethical behavior.						
14. Opens the school to public scrutiny.						
15. Fulfills legal and contractual obligations.						

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**STANDARD 5 con't.**

<b>PERFORMANCE CRITERIA</b>	<b>SELF</b>			<b>EVALUATOR</b>		
	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>
16. Applies laws and procedures fairly, wisely, and considerately.						

**SELF**

**EVALUATOR**

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**STANDARD 6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
1. The environment in which schools operate is influenced on behalf of students and their families.						
2. Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.						
3. There is ongoing dialogue with representatives of diverse community groups.						
4. The school community works within the framework of policies, laws, & regulations enacted by local, state, & federal authorities.						
5. Public policy is shaped to provide quality education for students.						
6. Lines of communication are developed with decision makers outside the school community.						

**SELF**

**EVALUATOR**

Signature of Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee's signature indicates only that he/she has seen this form and been involved in its review. Signature of evaluatee does not indicate agreement.

**PERFORMANCE EVALUATION—ADMINISTRATOR  
BASED UPON ADMINISTRATION ISLLC STANDARDS AND PERFORMANCE CRITERIA**

STANDARD 1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
<b>PERFORMANCE CRITERIA</b>						
1. Vision & mission of the school are effectively communicated to staff, parents, students, & community members.	<input type="checkbox"/>					
2. The vision & mission are communicated through the use of symbols, ceremonies, stories, & similar activities.	<input type="checkbox"/>					
3. The core beliefs of the school vision are modeled for all stakeholders.	<input type="checkbox"/>					
4. The vision is developed with and among stakeholders.	<input type="checkbox"/>					
5. The contributions of school community members to the realization of the vision are recognized and celebrated.	<input type="checkbox"/>					
6. Progress toward the vision and mission is communicated to all stakeholders.	<input type="checkbox"/>					
7. The school community is involved in school improvement efforts.	<input type="checkbox"/>					
8. The vision shaped the educational programs, plans, and actions.	<input type="checkbox"/>					
9. An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.	<input type="checkbox"/>					
10. Assessment data related to student learning are used to develop the school vision and goals.	<input type="checkbox"/>					
11. Relevant demographic data pertaining to students & families are used in developing the school mission & goals.	<input type="checkbox"/>					
12. Barriers to achieving the vision are identified, clarified, and addressed.	<input type="checkbox"/>					
13. Needed resources are sought and obtained to support the implementation of the school mission and goals.	<input type="checkbox"/>					
14. Existing resources are used in support of the school vision and goals.	<input type="checkbox"/>					
15. The vision, mission, and implementation plans are regularly monitored, evaluated, and revised.	<input type="checkbox"/>					

**COMMENTS**

SELF	
EVALUATOR	

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**PERFORMANCE EVALUATION—ADMINISTRATOR  
BASED UPON ADMINISTRATION ISLLC STANDARDS AND PERFORMANCE CRITERIA**

**STANDARD 2. A school administrator is an educational leader who promotes the success of all student by advocating, nurturing, & sustaining a school culture & instructional program conducive to student learning & staff professional growth.**

<b>PERFORMANCE CRITERIA</b>	<b>SELF</b>			<b>EVALUATOR</b>		
	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>
1. All individuals are treated with fairness, dignity, and respect.	<input type="checkbox"/>					
2. Professional development promotes a focus on student learning consistent with the school vision and goals.	<input type="checkbox"/>					
3. Students and staff feel valued and important.	<input type="checkbox"/>					
4. The responsibilities and contributions of each individual are acknowledged.	<input type="checkbox"/>					
5. Barriers to student learning are identified, clarified, and addressed.	<input type="checkbox"/>					
6. Diversity is considered in developing learning experiences.	<input type="checkbox"/>					
7. Life long learning is encouraged and modeled.	<input type="checkbox"/>					
8. There is a culture of high expectations for self, student, and staff performance.	<input type="checkbox"/>					
9. Technologies are used in teaching and learning.	<input type="checkbox"/>					
10. Student and staff accomplishments are recognized and celebrated.	<input type="checkbox"/>					
11. Multiple opportunities to learn are available to all students.	<input type="checkbox"/>					
12. The school is organized and aligned for success.	<input type="checkbox"/>					
13. Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.	<input type="checkbox"/>					
14. Curriculum decisions are based on research, expertise of teachers, recommendations of learned societies.	<input type="checkbox"/>					
15. The school culture and climate are assessed on a regular basis.	<input type="checkbox"/>					
16. A variety of sources of information is used to make decisions.	<input type="checkbox"/>					
17. Student learning is assessed using a variety of techniques.	<input type="checkbox"/>					
18. Multiple sources of information regarding performance are used by staff and students.	<input type="checkbox"/>					
19. A variety of supervisory and evaluation models is employed.	<input type="checkbox"/>					
20. Pupil personnel programs are developed to meet the needs of students and their families.	<input type="checkbox"/>					

**COMMENTS**

<b>SELF</b>	
<b>EVALUATOR</b>	

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**PERFORMANCE EVALUATION—ADMINISTRATOR  
BASED UPON ADMINISTRATION ISLLC STANDARDS AND PERFORMANCE CRITERIA**

**STANDARD 3.** A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
1. Knowledge of learning, teaching, and student development is used to inform management decisions.	<input type="checkbox"/>					
2. Operational procedures are designed and managed to maximize opportunities for successful learning.	<input type="checkbox"/>					
3. Emerging trends are recognized, studied, and applied as appropriate.	<input type="checkbox"/>					
4. Operational plans and procedures to achieve the vision and goals of the school are in place.	<input type="checkbox"/>					
5. Collective bargaining and other contractual agreements related to the school are effectively managed.	<input type="checkbox"/>					
6. The school plant, equipment, and support systems operate safely, efficiently, and effectively.	<input type="checkbox"/>					
7. Time is managed to maximize attainment of organizational goals.	<input type="checkbox"/>					
8. Potential problems and opportunities are identified.	<input type="checkbox"/>					
9. Problems are confronted and resolved in a timely manner.	<input type="checkbox"/>					
10. Financial, human, and material resources are aligned to the goals of schools.	<input type="checkbox"/>					
11. The school acts entrepreneurally to support continuous improvement.	<input type="checkbox"/>					
12. Organizational systems are regularly monitored and modified as needed.	<input type="checkbox"/>					
13. Stakeholders are involved in decisions affecting schools.	<input type="checkbox"/>					
14. Responsibility is shared to maximize ownership and accountability.	<input type="checkbox"/>					
15. Effective problem-framing and problem-solving skills are used.	<input type="checkbox"/>					
16. Effective communication skills are used.	<input type="checkbox"/>					
17. There is effective use of technology to manage school operations.	<input type="checkbox"/>					
18. Fiscal resources of the school are managed responsibly, efficiently, and effectively.	<input type="checkbox"/>					
19. A safe, clean, and aesthetically pleasing school environment is created and maintained.	<input type="checkbox"/>					
20. Human resource functions support the attainment of school goals.	<input type="checkbox"/>					
21. Confidentiality and privacy of school records are maintained.	<input type="checkbox"/>					

**COMMENTS**

SELF	
EVALUATOR	

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**PERFORMANCE EVALUATION—ADMINISTRATOR  
BASED UPON ADMINISTRATION ISLLC STANDARDS AND PERFORMANCE CRITERIA**

**STANDARD 4. A school administrator is an educational leader who promotes the success of all students by collaborating with families & community members, responding to diverse community interests & needs, & mobilizing community resources.**

	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
<b>PERFORMANCE CRITERIA</b>						
1. High visibility, active involvement, and communication with the larger community is a priority.	<input type="checkbox"/>					
2. Relationships with community leaders are identified and nurtured.	<input type="checkbox"/>					
3. Information about family and community concerns, expectations, and needs is used regularly.	<input type="checkbox"/>					
4. There is outreach to different business, religious, political, and service agencies and organizations.	<input type="checkbox"/>					
5. Credence is given to individuals and groups whose values and opinions may conflict.	<input type="checkbox"/>					
6. The school and community serve one another as resources.	<input type="checkbox"/>					
7. Available community resources are secured to help the school solve problems and achieve goals.	<input type="checkbox"/>					
8. Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.	<input type="checkbox"/>					
9. Community youth family services are integrated with school programs.	<input type="checkbox"/>					
10. Community stakeholders are treated equitably.	<input type="checkbox"/>					
11. Diversity is recognized and valued.	<input type="checkbox"/>					
12. Effective media relations are developed and maintained.	<input type="checkbox"/>					
13. A comprehensive program of community relations is established.	<input type="checkbox"/>					
14. Public resources and funds are used appropriately and wisely.	<input type="checkbox"/>					
15. Community collaboration is modeled for staff.	<input type="checkbox"/>					
16. Opportunities for staff to develop collaborative skills are provided.	<input type="checkbox"/>					

**COMMENTS**

SELF	
EVALUATOR	

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**PERFORMANCE EVALUATION—ADMINISTRATOR  
BASED UPON ADMINISTRATION ISLLC STANDARDS AND PERFORMANCE CRITERIA**

**STANDARD 5. The administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.**

	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
<b>PERFORMANCE CRITERIA</b>						
1. Examines personal and professional values.	<input type="checkbox"/>					
2. Demonstrates a personal and professional code of ethics.	<input type="checkbox"/>					
3. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.	<input type="checkbox"/>					
4. Serves as a role model.	<input type="checkbox"/>					
5. Accepts responsibility for school operations.	<input type="checkbox"/>					
6. Considers the impact of one's administrative practices on others.	<input type="checkbox"/>					
7. Uses the influence of the office to enhance the educational program rather than for personal gain.	<input type="checkbox"/>					
8. Treats people fairly, equitably, and with dignity and respect.	<input type="checkbox"/>					
9. Protects the rights and confidentiality of students and staff.	<input type="checkbox"/>					
10. Demonstrates appreciation for and sensitivity to the diversity in the school community.	<input type="checkbox"/>					
11. Recognizes and respects the legitimate authority of others.	<input type="checkbox"/>					
12. Examines and considers the prevailing values of the diverse school community.	<input type="checkbox"/>					
13. Expects that others in the school community will demonstrate integrity and exercise ethical behavior.	<input type="checkbox"/>					
14. Opens the school to public scrutiny.	<input type="checkbox"/>					
15. Fulfills legal and contractual obligations.	<input type="checkbox"/>					
16. Applies laws and procedures fairly, wisely, and considerately.	<input type="checkbox"/>					

**COMMENTS**

SELF	
EVALUATOR	

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**PERFORMANCE EVALUATION—ADMINISTRATOR  
BASED UPON ADMINISTRATION ISLLC STANDARDS AND PERFORMANCE CRITERIA**

**STANDARD 6.** A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
<b>PERFORMANCE CRITERIA</b>						
1. The environment in which schools operate is influenced on behalf of students and their families.	<input type="checkbox"/>					
2. Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.	<input type="checkbox"/>					
3. There is ongoing dialogue with representatives of diverse community groups.	<input type="checkbox"/>					
4. The school community works within the framework of policies, laws, & regulations enacted by local, state, & federal authorities.	<input type="checkbox"/>					
5. Public policy is shaped to provide quality education for students.	<input type="checkbox"/>					
6. Lines of communication are developed with decision makers outside the school community.	<input type="checkbox"/>					

**COMMENTS**

SELF	
EVALUATOR	

Signature of Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee's signature indicates only that he/she has seen this form and been involved in its review. Signature of evaluatee does not indicate agreement.

**PERFORMANCE EVALUATION—COUNSELOR  
 BASED UPON ADMINISTRATION ISLLC STANDARDS AND PERFORMANCE CRITERIA**

**STANDARD 1. PROGRAM MANAGEMENT, RESEARCH, AND EVALUATION**

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
1.1 Defines needs and priorities.						
1.2 Determines objectives.						
1.3 Communicates with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.						
1.4 Organizes personnel, physical resources, and activities to accomplish needs, priorities, and objectives specified by school plans.						
1.5 Evaluates the program to assure its contribution to the school's mission and goals.						
1.6 Uses information systems and technology.						

**SELF**

**Comments:**

**EVALUATOR**

**Comments:**

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**STANDARD 2. DEVELOPMENTAL GUIDANCE CURRICULUM**

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
2.1 Assesses the developmental need of students.						
2.2 Addresses academic expectations and school-to-work initiatives.						
2.3 Prepares students for successful transitions.						
2.4 Evaluates the results of the curriculum's impact.						
2.5 Modifies the curriculum as needed to continually meet the needs of students.						
2.6 Guides individuals and groups of students through the development of educational career plans.						
2.7 Provides guidance for maximizing personal growth and development.						
2.8 Teaches the school developmental guidance curriculum.						
2.9 Assists teachers in the teaching of the guidance curriculum.						

<b>SELF</b>	<b>Comments:</b>
<b>EVALUATOR</b>	<b>Comments:</b>

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**STANDARD 3. INDIVIDUAL/SMALL GROUP COUNSELING**

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
3.1 Provides a safe, confidential setting in which students present their needs and concerns.						
3.2 Promotes wellness.						
3.3 Responds to crises.						
3.4 Communicates empathy and understanding.						
3.5 Utilizes a broad range of techniques and accepted theories appropriate to school counseling.						
3.6 Utilizes assessment tools, individual planning skills, and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).						
3.7 Intervenes in problem/conflict situations and conducts follow-up sessions.						
3.8 Respects and nurtures the uniqueness of each student.						
3.9 Mediates classroom and student conflict.						
3.10 Empowers students to develop and use their resources.						

**SELF**

**Comments:**

**EVALUATOR**

**Comments:**

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**STANDARD 4. CONSULTATION/COLLABORATION**

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
4.1 Consults with parents, faculty, staff, administrators, and others to enhance their work with students.						
4.2 Interprets relevant information concerning the developmental needs of students.						
4.3 Reduces barriers to student learning through direct referred services.						
4.4 Facilitates new student integration into the school environment.						
4.5 Works with teachers to provide support for students in a crisis situation.						
4.6 Interacts with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees.						
4.7 Facilitates successful communication between and among teachers, parents, teacher and students.						
4.8 Works with teachers and administrators relevant to behavior management to promote and support intervention strategies.						
4.9 Consults with external community and professional resources.						

<b>SELF</b>	<b>Comments:</b>
<b>EVALUATOR</b>	<b>Comments:</b>

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**STANDARD 5. COORDINATION**

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
5.1 Coordinates with school and community personnel, including school councils, to provide resources for students.						
5.2 Uses an effective referral process for assisting students and others to use special programs and services.						
5.3 Identifies community agencies for referral of students.						
5.4 Maintains cooperative working relationships with community resources.						
5.5 Facilitates successful transition from one level of education to the next, (i.e., elementary to middle).						

**SELF**

**Comments:**

**EVALUATOR**

**Comments:**

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**STANDARD 6. ASSESSMENT**

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
6.1 Participates in the planning and evaluation of the district/school testing program.						
6.2 Assesses, interprets and communicates learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles.						
6.3 Collaborates with staff concerning assessment of special needs students.						
6.4 Uses assessment results and other resources of student data in formulating student career/graduation plans.						
6.5 Coordinates student records to ensure the confidentiality of assessment data.						
6.6 Provides orientation sessions for faculty, students, and parents regarding the assessment program.						

**SELF**

**Comments:**

**EVALUATOR**

**Comments:**

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**STANDARD 7. ADHERES TO PROFESSIONAL STANDARDS**

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
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 Adheres to federal/state laws and regulations related to education and child protection.						
7.3 Be responsible for the 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 Be knowledgeable of the position statements of the American School Counselor Association.						
7.6 Identifies activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession.						

**SELF**

**Comments:**

**EVALUATOR**

**Comments:**

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**STANDARD 8. DEMONSTRATES PROFESSIONAL LEADERSHIP**

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
8.1 Builds positive relationships within and between school and community.						
8.2 Promotes leadership potential in colleagues.						
8.3 Participates in professional organizations and activities.						
8.4 Writes and speaks effectively.						
8.5 Guides the development of curriculum and instructional materials.						
8.6 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.						
8.7 Initiates and develops educational projects and programs.						
8.8 Practices effective listening, conflict resolutions, and group-facilitation skills as a team member.						
8.9 Present program in a manner that reflects sensitivity to a multicultural and global perspective.						
8.10 Writes for publication, presents at conferences, and provides professional development.						
8.11 Works with colleagues to administer an effective learning climate within the school.						

**SELF**

**Comments:**

**EVALUATOR**

**Comments:**

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**STANDARD 9. ENGAGES IN PROFESSIONAL DEVELOPMENT**

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
9.1 Establishes priorities for professional growth.						
9.2 Analyzes student performance to help identify professional development needs.						
9.3 Solicits input from others in the creation of individual professional development plans.						
9.4 Implements knowledge and skills acquired through on-going professional development.						
9.5 Modifies own professional development plan to improve performance and to promote student learning.						

**SELF**

**Comments:**

**EVALUATOR**

**Comments:**

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**STANDARD 10. DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY**

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

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
10.1 Operates a multimedia computer and peripherals to install and use a variety of software.						
10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.						
10.3 Demonstrates knowledge of the use of technology in business, industry, and society.						
10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.						
10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.						
10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.						
10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.						
10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.						
10.9 Designs lessons that use technology to address diverse student needs and learning styles.						

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**STANDARD 10. DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY con't.**

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
10.11 Facilitates the lifelong learning of self and others through the use of technology.						
10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.						
10.13 Applies research-based instructional practices that use computers and other technology.						
10.14 Uses computers and other technology for individual, small group, and large group learning activities.						
10.15 Uses technology to support multiple assessments of student learning.						
10.16 Instructs and supervises students in the ethical and legal use of technology.						

**SELF**

**Comments:**

**EVALUATOR**

**Comments:**

**Signature of Evaluatee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Evaluatee's signature indicates only that he/she has seen this form and been involved in its review. Signature of evaluatee does not indicate agreement.

**PERFORMANCE EVALUATION—GUIDANCE COUNSELOR  
BASED UPON ADMINISTRATION PERFORMANCE CRITERIA**

**Standard 1: Program Management, Research, and Evaluation**

	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
<b>PERFORMANCE CRITERIA</b>						
1.7 Defines needs and priorities.	<input type="checkbox"/>					
1.8 Determines objectives	<input type="checkbox"/>					
1.9 Communicates with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.	<input type="checkbox"/>					
1.10 Organizes personnel, physical resources, and activities to accomplish needs, priorities, and objectives specified by school plans.	<input type="checkbox"/>					
1.11 Evaluates the program to assure its contribution to the school's mission and goals.	<input type="checkbox"/>					
1.12 Uses information systems and technology.	<input type="checkbox"/>					

**COMMENTS**

SELF	
EVALUATOR	

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**PERFORMANCE EVALUATION—GUIDANCE COUNSELOR  
BASED UPON ADMINISTRATION PERFORMANCE CRITERIA**

**Standard 2: Developmental Guidance Curriculum**

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
2.10 Assesses the developmental need of students.	<input type="checkbox"/>					
2.11 Addresses academic expectations and school-to-work initiatives.	<input type="checkbox"/>					
2.12 Prepares students for successful transitions.	<input type="checkbox"/>					
2.13 Evaluates the results of the curriculum's impact.	<input type="checkbox"/>					
2.14 Modifies the curriculum as needed to continually meet the needs of students.	<input type="checkbox"/>					
2.15 Guides individuals and groups of students through the development of educational career plans.	<input type="checkbox"/>					
2.16 Provides guidance for maximizing personal growth and development.	<input type="checkbox"/>					
2.17 Teaches the school developmental guidance curriculum.	<input type="checkbox"/>					
2.18 Assists teachers in the teaching of the guidance curriculum.	<input type="checkbox"/>					

**COMMENTS**

SELF	
EVALUATOR	

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**PERFORMANCE EVALUATION—GUIDANCE COUNSELOR  
BASED UPON ADMINISTRATION PERFORMANCE CRITERIA**

**Standard 3: Individual/Small Group Counseling**

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
3.11 Provides a safe, confidential setting in which students present their needs and concerns.	<input type="checkbox"/>					
3.12 Promotes wellness.	<input type="checkbox"/>					
3.13 Responds to crises.	<input type="checkbox"/>					
3.14 Communicates empathy and understanding.	<input type="checkbox"/>					
3.15 Utilizes a broad range of techniques and accepted theories appropriate to school counseling.	<input type="checkbox"/>					
3.16 Utilizes assessment tools, individual planning skills, and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).	<input type="checkbox"/>					
3.17 Intervenes in problem/conflict situations and conducts follow-up sessions.	<input type="checkbox"/>					
3.18 Respects and nurtures the uniqueness of each student.	<input type="checkbox"/>					
3.19 Mediates classroom and student conflict.	<input type="checkbox"/>					
3.20 Empowers students to develop and use their resources.	<input type="checkbox"/>					

**COMMENTS**

SELF	
EVALUATOR	

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**PERFORMANCE EVALUATION—GUIDANCE COUNSELOR  
BASED UPON ADMINISTRATION PERFORMANCE CRITERIA**

**Standard 4: Consultation/Collaboration**

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
4.10 Consults with parents, faculty, staff, administrators, and others to enhance their work with students.	<input type="checkbox"/>					
4.11 Interprets relevant information concerning the developmental needs of students.	<input type="checkbox"/>					
4.12 Reduces barriers to student learning through direct referred services.	<input type="checkbox"/>					
4.13 Facilitates new student integration into the school environment.	<input type="checkbox"/>					
4.14 Works with teachers to provide support for students in a crisis situation.	<input type="checkbox"/>					
4.15 Interacts with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees.	<input type="checkbox"/>					
4.16 Facilitates successful communication between and among teachers, parents, teacher and students.	<input type="checkbox"/>					
4.17 Works with teachers and administrators relevant to behavior management to promote and support intervention strategies.	<input type="checkbox"/>					
4.18 Consults with external community and professional resources.	<input type="checkbox"/>					

**COMMENTS**

SELF	
EVALUATOR	

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**PERFORMANCE EVALUATION—GUIDANCE COUNSELOR  
BASED UPON ADMINISTRATION PERFORMANCE CRITERIA**

**Standard 5: Coordination**

		SELF			EVALUATOR		
		MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
<b>PERFORMANCE CRITERIA</b>							
5.6	Coordinates with school and community personnel, including school councils, to provide resources for students.	<input type="checkbox"/>					
5.7	Uses an effective referral process for assisting students and others to use special programs and services.	<input type="checkbox"/>					
5.8	Identifies community agencies for referral of students.	<input type="checkbox"/>					
5.9	Maintains cooperative working relationships with community resources.	<input type="checkbox"/>					
5.10	Facilitates successful transition from one level of education to the next, (i.e., elementary to middle).	<input type="checkbox"/>					

**COMMENTS**

SELF	
EVALUATOR	

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**PERFORMANCE EVALUATION—GUIDANCE COUNSELOR  
BASED UPON ADMINISTRATION PERFORMANCE CRITERIA**

**Standard 6: Assessment**

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
6.7 Participates in the planning and evaluation of the district/school testing program.	<input type="checkbox"/>					
6.8 Assesses, interprets and communicates learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles.	<input type="checkbox"/>					
6.9 Collaborates with staff concerning assessment of special needs students.	<input type="checkbox"/>					
6.10 Uses assessment results and other sources of student data in formulating student career/graduation plans.	<input type="checkbox"/>					
6.11 Coordinates student records to ensure the confidentiality of assessment data.	<input type="checkbox"/>					
6.12 Provides orientation sessions for faculty, students, and parents regarding the assessment program.	<input type="checkbox"/>					

SELF	
EVALUATOR	

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**PERFORMANCE EVALUATION—GUIDANCE COUNSELOR  
BASED UPON ADMINISTRATION PERFORMANCE CRITERIA**

**Standard 7: Adheres to Professional Standards**

	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
<b>PERFORMANCE CRITERIA</b>						
7.7 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.	<input type="checkbox"/>					
7.8 Adheres to federal/state laws and regulations related to education and child protection.	<input type="checkbox"/>					
7.9 Be responsible for the on-going professional development.	<input type="checkbox"/>					
7.10 Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action.	<input type="checkbox"/>					
7.11 Be knowledgeable of the position statements of the American School Counselor Association	<input type="checkbox"/>					
7.12 Identifies activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession.	<input type="checkbox"/>					

**COMMENTS**

SELF	
EVALUATOR	

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**Performance Evaluation—Guidance Counselor  
BASED UPON ADMINISTRATION PERFORMANCE CRITERIA**

**Standard 8: Demonstrates Professional Leadership**

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
8.12 Builds positive relationships within and between school and community.	<input type="checkbox"/>					
8.13 Promotes leadership potential in colleagues.	<input type="checkbox"/>					
8.14 Participates in professional organizations and activities.	<input type="checkbox"/>					
8.15 Writes and speaks effectively.	<input type="checkbox"/>					
8.16 Guides the development of curriculum and instructional materials.	<input type="checkbox"/>					
8.17 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.	<input type="checkbox"/>					
8.18 Initiates and develops educational projects and programs.	<input type="checkbox"/>					
8.19 Practices effective listening, conflict resolutions, and group-facilitation skills as a team member.	<input type="checkbox"/>					
8.20 Present program in a manner that reflects sensitivity to a multicultural and global perspective.	<input type="checkbox"/>					
8.21 Writes for publication, presents at conferences, and provides professional development	<input type="checkbox"/>					
8.22 Works with colleagues to administer an effective learning climate within the school.	<input type="checkbox"/>					

**COMMENTS**

SELF	
EVALUATOR	

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**Performance Evaluation—Guidance Counselor  
 BASED UPON ADMINISTRATION PERFORMANCE CRITERIA**

**Standard 9: Engages in Professional Development**

PERFORMANCE CRITERIA	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
9.6 Establishes priorities for professional growth.	<input type="checkbox"/>					
9.7 Analyzes student performance to help identify professional development needs.	<input type="checkbox"/>					
9.8 Solicits input from others in the creation of individual professional development plans.	<input type="checkbox"/>					
9.9 Implements knowledge and skills acquired through on-going professional development.	<input type="checkbox"/>					
9.10 Modifies own professional development plan to improve performance and to promote student learning.	<input type="checkbox"/>					

**COMMENTS**

SELF	
EVALUATOR	

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**PERFORMANCE EVALUATION—GUIDANCE COUNSELOR  
BASED UPON ADMINISTRATION PERFORMANCE CRITERIA**

Standard 10: Demonstrates Implementation of Technology

	SELF			EVALUATOR		
	MET	NEEDS GROWTH	DOES NOT MEET	MET	NEEDS GROWTH	DOES NOT MEET
<b>PERFORMANCE CRITERIA</b>						
10.17 Operates a multimedia computer and peripherals to install and use a variety of software.	<input type="checkbox"/>					
10.18 Uses terminology related to computers and technology appropriately in written and verbal communication.	<input type="checkbox"/>					
10.19 Demonstrates knowledge of the use of technology in business, industry, and society.	<input type="checkbox"/>					
10.20 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations	<input type="checkbox"/>					
10.21 Creates multimedia presentations using scanners, digital cameras, and video cameras.	<input type="checkbox"/>					
10.22 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.	<input type="checkbox"/>					
10.23 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.	<input type="checkbox"/>					
10.24 Requests and uses appropriate assistive and adaptive devices for students with special needs.	<input type="checkbox"/>					
10.25 Designs lessons that use technology to address diverse student needs and learning styles.	<input type="checkbox"/>					
10.26 Practices equitable and legal use of computers and technology in professional activities.	<input type="checkbox"/>					
10.27 Facilitates the lifelong learning of self and others through the use of technology.	<input type="checkbox"/>					
10.28 Explores, uses, and evaluates technology resources: software, applications, and related documentation.	<input type="checkbox"/>					
10.29 Applies research-based instructional practices that use computers and other technology.	<input type="checkbox"/>					
10.30 Uses computers and other technology for individual, small group, and large group learning activities.	<input type="checkbox"/>					
10.31 Uses technology to support multiple assessments of student learning.	<input type="checkbox"/>					
10.32 Instructs and supervises students in the ethical and legal use of technology.	<input type="checkbox"/>					

**COMMENTS**

SELF	
EVALUATOR	

Evaluatee Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**PERFORMANCE EVALUATION—GUIDANCE COUNSELOR  
BASED UPON ADMINISTRATION PERFORMANCE CRITERIA**

**Signature of Evaluatee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluatee's signature indicates only that he/she has seen this form and been involved in its review.  
Signature of evaluatee does not indicate agreement.**

# **COMPONENT II**

## **PROFESSIONAL DEVELOPMENT/GROWTH PLAN**

**PROFESSIONAL GROWTH/DEVELOPMENT PLAN  
(ADMINISTRATIVE EVALUATION)**

NAME _____	PROGRAM/SUBJECT/GRADE _____
WORKSITE _____	DATE _____

<b>PERFORMANCE AREA: (check one)</b>  <input type="checkbox"/> Standard 1 * <input type="checkbox"/> Standard 2 * <input type="checkbox"/> Standard 3 * <input type="checkbox"/> Standard 4 * <input type="checkbox"/> Standard 5 * <input type="checkbox"/> Standard 6 * <small>* see ISLLC Standards and Performance for criteria</small>	<input type="checkbox"/> <b>Enrichment Plan</b>  <input type="checkbox"/> <b>Corrective Action Plan</b> Standard Number : _____ Performance Criteria: _____
<b>PRESENT STAGE OF DEVELOPMENT</b> <input type="checkbox"/> Awareness <input type="checkbox"/> Implementation <input type="checkbox"/> Preparation <input type="checkbox"/> Refinement	

**I. SCHOOL GOAL ADDRESSED:**

**II. OBJECTIVE:**

**DESIRED OUTCOME:**

To acquire & apply knowledge, understanding, skills, & abilities to achieve stated goal.

To facilitate the learning of students consistent with challenging content and performance standards.

Other

**III. ACTIVITIES FOR IMPLEMENTATION:**

**IV. DOCUMENTATION OF PROGRESS**

Reflections      **EXPLAIN:**

Product

Demonstration

Observation

<b>V. TARGET DATE</b>	<b>EMPLOYEE SIGNATURE</b>  _____ Approved: _____ Date: _____
-----------------------	--

**VI. MID-TERM PROGRESS CHECK**

**Evaluator's Comments:**

**VII. EVIDENCE OF PROJECT COMPLETION:**

**VIII. THE TARGET WAS:**

Achieved  Revised  Continued

**Evaluator's Comments:**

**EVALUATEE'S COMMENTS:**

**SIGNATURE**

**DATE**

**SIGNATURE**

**DATE**

**PROFESSIONAL GROWTH/DEVELOPMENT PLAN  
(Guidance Counselor Evaluation)**

NAME _____	PROGRAM/SUBJECT/GRADE _____
WORKSITE _____	DATE _____

<p>PERFORMANCE AREA: (check one)</p> <p> <input type="checkbox"/> Standard 1 *      <input type="checkbox"/> Standard 6 *  <input type="checkbox"/> Standard 2 *      <input type="checkbox"/> Standard 7 *  <input type="checkbox"/> Standard 3 *      <input type="checkbox"/> Standard 8 *  <input type="checkbox"/> Standard 4 *      <input type="checkbox"/> Standard 9 *  <input type="checkbox"/> Standard 5 *      <input type="checkbox"/> Standard 10 *         </p> <p>* see Performance Criteria</p>	<p> <input type="checkbox"/> Enrichment Plan  <input type="checkbox"/> Corrective Action Plan            Standard Number : _____            Performance Criteria: _____         </p> <hr/> <p align="center">PRESENT STAGE OF DEVELOPMENT</p> <p> <input type="checkbox"/> Awareness      <input type="checkbox"/> Implementation  <input type="checkbox"/> Preparation      <input type="checkbox"/> Refinement         </p>
---	---

V. SCHOOL GOAL ADDRESSED:

VI. OBJECTIVE:

DESIRED OUTCOME:

To acquire & apply knowledge, understanding, skills, & abilities to achieve stated goal.  
 To facilitate the learning of students consistent with challenging content and performance standards.  
 Other

VII. ACTIVITIES FOR IMPLEMENTATION:

VIII. DOCUMENTATION OF PROGRESS

Reflections      EXPLAIN:  
 Product  
 Demonstration  
 Observation

V. TARGET DATE	EMPLOYEE SIGNATURE
	_____ Approved: _____ Date: _____

**IX. MID-TERM PROGRESS CHECK**

**Evaluator's Comments:**

**X. EVIDENCE OF PROJECT COMPLETION:**

**XI. THE TARGET WAS:**

Achieved  Revised  Continued

**Evaluator's Comments:**

**EVALUATEE'S COMMENTS:**

**SIGNATURE**

**DATE**

**SIGNATURE**

**DATE**

# COMPONENT III

Optional

## PORTFOLIO ENTRIES





# COMPONENT IV

## EVALUATION SUMMARY

## SUMMATIVE EVALUATION FOR ADMINISTRATORS

(This summarizes all the formative evaluation data, including professional growth/development activities, and other documentation since last summative evaluation.)

Evaluatee \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School \_\_\_\_\_

	<b>District Standards:</b>		
<u>Administrator Standards:</u>	<u>Meets</u>	<u>Needs Growth</u>	<u>Does Not Meet</u>
1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.	_____	_____	_____
2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	_____	_____	_____
3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	_____	_____	_____
4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	_____	_____	_____
5. The administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.	_____	_____	_____
6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	_____	_____	_____

\*Any rating in the "does not meet" or "needs growth" column requires the development of an Individual Corrective Action Plan.

Evaluatee's Comments: \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

To be signed after all information above has been completed and discussed. The evaluatee's signature indicates only that the evaluatee has reviewed the "Summative Evaluation for Administrators," in conference with the evaluator.

Evaluatee signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent's signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Certified employees must make their appeals to this summative evaluation within five working days of receipt of the evaluation. This is in accordance with 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.*

**Employment Recommendation to Central Office**

\_\_\_\_\_ I RECOMMEND REEMPLOYMENT FOR 200\_\_ - 200\_\_

\_\_\_\_\_ I RECOMMEND REEMPLOYMENT WITH WORK UNDER A CORRECTIVE ACTION PLAN PLUS ADDITIONAL SUMMATIVE EVALUATION.

\_\_\_\_\_ I DO NOT RECOMMEND REEMPLOYMENT\* \* Proper documentation is available

\_\_\_\_\_ Eligible for Limited Contract  
 \_\_\_\_\_ Eligible to begin Continuing Contract  
 \_\_\_\_\_ On Continuing Contract

## SUMMATIVE EVALUATION FOR GUIDANCE COUNSELOR

(This summarizes all the formative evaluation data, including professional growth/development activities, and other documentation since last summative evaluation.)

Evaluatee \_\_\_\_\_ Grade/Content Area \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School \_\_\_\_\_

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

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

**Guidance Counselor Standards:**

1. Program Management, Research, and Evaluation
2. Developmental Guidance Curriculum
3. Individual/Small Group Counseling
4. Consultation/Collaboration
5. Coordination
6. Assessment
7. Adheres to Professional Standards
8. Demonstrates Professional Leadership
9. Engages in Professional Development
10. Demonstrates Implementation of Technology

	District Standards:		
	<u>Meets</u>	<u>Needs Growth</u>	<u>Does Not Meet</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

\*Any rating in the "does not meet" or "needs growth" column requires the development of an Individual Corrective Action Plan.

Evaluatee's Comments: (may be attached) \_\_\_\_\_  
 \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

To be signed after all information above has been completed and discussed. The evaluatee's signature indicates only that the evaluatee has reviewed the summative evaluation for guidance counselors, in conference with the administrator.

Evaluatee's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have had opportunity to review the formative documentation and to provide input. I concur with the evaluator's assessment.  
 \_\_\_\_\_ Primary Evaluator

*Certified employees must make their appeals to this summative evaluation within five working days of receipt of the evaluation. This is in accordance with 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.*

Employment Recommendation to Central Office

- \_\_\_\_\_ **I RECOMMEND REEMPLOYMENT FOR 200\_\_ - 200\_\_**
- \_\_\_\_\_ **I RECOMMEND REEMPLOYMENT WITH WORK UNDER A CORRECTIVE ACTION PLAN PLUS ADDITIONAL SUMMATIVE EVALUATION.**
- \_\_\_\_\_ **I DO NOT RECOMMEND REEMPLOYMENT\*** \* Proper documentation is available

\_\_\_\_\_ **Eligible for Limited Contract**  
 \_\_\_\_\_ **Eligible to begin Continuing Contract**  
 \_\_\_\_\_ **On Continuing Contract**

PERSONNEL

-Certified Personnel-

Evaluation Appeal Form

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**INSTRUCTIONS**

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This form is to be used by certified employees who wish to appeal their final summative evaluation. If you feel that you were not fairly evaluated, you may submit an appeal to the Advisory Appeal Panel by completing this form and returning it to the Chairperson of the panel within five (5) working days of the receipt to your summative evaluation.

Employee's Name	Home Address
-----------------	--------------

My appeal challenges the summative findings on:

\_\_\_\_\_ substance

\_\_\_\_\_ procedure

\_\_\_\_\_ both substance and procedure

If additional space is needed, attach sheet to further explain.

Date summative evaluation was received by you: \_\_\_\_\_

Name of evaluator: \_\_\_\_\_

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

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Reviewed by Board: \_\_\_\_\_

Revised and Reviewed: \_\_\_\_\_

# COMPONENT V

## GOALS

**For Next Evaluation Cycle**

\_\_\_\_\_  
Name of Administrator

\_\_\_\_\_  
Position

## GOALS FOR 200\_\_ - 200\_\_ EVALUATION CYCLE

As a result of the 200\_\_ - 200\_\_ evaluation, the following goals have been identified for focus in the 200\_\_ - 200\_\_ evaluation cycle. It is understood that the goals are not limited to these.

Goal I: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Goal II: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Goal III: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

# APPENDICES

<b>Appendix A</b>	<b>Board Policy</b>
	<b>03.18</b> <b>Evaluation</b>
	<b>Board Procedures</b>
	<b>03.18</b> <b>AP.11 Appeals/Hearings</b>
	<b>03.18</b> <b>AP.12 Confidentiality of Records</b>
	<b>03.18</b> <b>AP.21 Evaluation Appeal Form</b>
	<b>03.18</b> <b>AP.22 Evaluation Committee</b>
<b>Appendix B</b>	<b>KRS 156.101</b>
<b>Appendix C</b>	<b>704 KAR 3:345 Evaluation Guidelines</b>
<b>Appendix D</b>	<b>KRS 156.557</b>
<b>Appendix E</b>	<b>704 KAR 161.750 Nonrenewal of Limited Contracts</b>
<b>Appendix F</b>	<b>704 KAR 161.790 Termination of Contract by Board</b>

**- CERTIFIED PERSONNEL -****Evaluation****DEVELOPMENT OF SYSTEM**

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

**PURPOSES**

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

**NOTIFICATION**

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

**REVIEW**

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

All evaluations shall be maintained in the employee's personnel file.<sup>2</sup>

**APPEAL PANEL**

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

**ELECTION**

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

**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.

## Evaluation

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

### **CONFLICTS OF INTERESTS**

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

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

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

### **BURDEN OF PROOF**

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

### **HEARING**

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

### **PANEL RECOMMENDATIONS**

The panel shall issue a recommendation to the District Superintendent within fifteen (15) working days from the date an appeal is filed.

### **SUPERINTENDENT**

The Superintendent shall receive the panel's recommendation and shall take such action as permitted by law as s/he deems appropriate or necessary. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

**Evaluation**

**REVISIONS**

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

**REFERENCES:**

<sup>1</sup>KRS 156.557, 704 KAR 003:345

OAG 92-135, Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

**RELATED POLICIES:**

<sup>2</sup>03.15, 03.16, 02.14

Adopted/Amended: 08/21/2002

Order #: 15

PERSONNEL

03.18 AP.11

**-CERTIFIED PERSONNEL-****Appeals/Hearings****PURPOSE**

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. This panel shall determine if the evaluation process and guidelines have been followed according to the District's evaluation plan and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

**APPEALS**

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. Both the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation shall not be carried away from the established meeting by either parties involved or the Panel members.
2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by panel members during the hearing.
3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.
4. Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.
5. For official records, the hearing will be audiotaped and a copy provided to both parties if requested in writing.
6. Only Panel members, the evaluatee and evaluator, legal counsel, and the employee's chosen representative will be present at the hearing.
7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

**Appeals/Hearings****HEARINGS**

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
3. The Panel may question the evaluatee and evaluator.
4. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal.
5. Each party (evaluator and evaluatee) will be asked to make closing remarks.
6. The chairperson of the Panel will make closing remarks.
7. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
  - a. Upholding all parts of the original evaluation.
  - b. Voiding the original evaluation or parts of it.
  - c. Ordering a new evaluation by a second certified employee.
8. Removing the summative evaluation from the personnel file and placing a copy of the Panel's written findings in the file.
9. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
10. The Superintendent shall act on the recommendation(s) of the Panel.
11. The Superintendent's decision, the Panel's recommendation, and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
12. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.
13. Employees may file a grievance/communication if they believe they have been the subject of discrimination or for any other reason covered by applicable policy.

Review/Revised:7/16/2003

## PERSONNEL

03.18 AP.12

**- CERTIFIED PERSONNEL -****Confidentiality of Records**

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

**ACCESSIBILITY**

Evaluation records will be accessible only to:

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

**RELATED PROCEDURE:**

03.18 AP.11

PERSONNEL

03.18 AP.21

- CERTIFIED PERSONNEL -

**Evaluation Appeal Form**

INSTRUCTIONS

*This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.*

Employee's Name _____		
Home Address _____		
<b>Job Title</b>	<b>Building</b>	<b>Grade or Department</b>
_____	_____	_____

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If additional space is needed, attach extra sheet.

Date you received the summative evaluation \_\_\_\_\_

Name of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

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

\_\_\_\_\_  
*Employee's Signature* *Date*

**RELATED PROCEDURES:**

03.18 AP.11

03.18 AP.12

Review/Revised:9/16/1998

PERSONNEL

03.18 AP.22

**-CERTIFIED PERSONNEL-**

**Evaluation Committee**

**EVALUATION COMMITTEE TASKS**

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

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

**TRAINING OF EVALUATORS**

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

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

**FREQUENCY OF SUMMATIVE EVALUATIONS**

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

Position	Annually	Every two (2) years	Every three (3) years
Superintendent	X		
Administrators	X		
Non-tenured	X		
Tenured			X

Review/Revised:8/15/2001

**156.101. Purpose of section — Definition of “Instructional leader” — Instructional leader improvement program.**

**APPENDIX B**

- (1) The purpose of this section is to encourage and require the maintenance and development of effective instructional leadership in the public schools of the Commonwealth and to recognize that principals, with the assistance of assistant principals, supervisors of instruction, guidance counselors, and directors of special education, have the primary responsibility for instructional leadership in the schools to which they are assigned.
  - (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.
  - (4) The instructional leader improvement program shall contain the following provisions:
    - (a) Each instructional leader employed by the public schools of the Commonwealth shall participate in a continuing intensive training program designed especially for instructional leaders;
    - (b) Every two (2) years each instructional leader shall complete an intensive training program approved by the Kentucky Board of Education to include no fewer than forty-two (42) participant hours of instruction;
  - (c) The Kentucky Board of Education shall prescribe specific criteria for the training program. The Kentucky Department of Education may contract for specific training with qualified agencies or institutions or approve programs offered by training providers, including local district training programs, except that the department shall ensure the requirements of paragraph (d) of this subsection are met;
  - (d) Completion of the required forty-two (42) participant hours shall be reported to the department and to the Education Professional Standards Board by the local school district. If an instructional leader fails to complete the required hours of training, the instructional leader shall be placed on probation for one (1) year and, if the training is not completed during the probationary period, the instructional leader’s certificate shall be revoked by the Education Professional Standards Board.
- 5) The Kentucky Department of Education shall ensure that training options in human resource management and conflict resolution techniques are available to education leaders throughout the state.
- 6) This section shall be known as the “Effective Instructional Leadership Act.”
- Enact. Acts 1984, ch. 365, §§ 1, 2, effective July 13, 1984; 1985 (1st Ex. Sess.), ch. 10, § 2, effective October 18, 1985; 1986, ch. 442, § 2, effective July 15, 1986; 1990, ch. 476, Pt. IV, § 130, effective July 13, 1990; 1992, ch. 148, § 1, effective July 14, 1992; 1996, ch. 9, § 1, effective July 15, 1996; 1996, ch. 362, § 6, effective July 15, 1996; 1998, ch. 206, § 1, effective July 15, 1998; 2000, ch. 527, § 11, effective July 14, 2000.)

## 704 KAR 3:345. Evaluation guidelines.

## APPENDIX C

RELATES TO: KRS 156.557

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

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

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

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

(3) "Evaluation" means:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 3. The local school district shall have a written policy for the evaluation of all certified

employees consistent with KRS 156.557.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 5. (1) The evaluation form shall include a list of performance criteria characteristic of effective teaching or administrative practices. Under each criterion, specific descriptors or indicators that can be measured or observed and recorded shall be listed. Additionally, standards of per-

formance shall be established for each criterion. The performance criteria shall include those that apply to the employee being evaluated and that are identified within KRS 156.557(2).

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

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

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

(2) Training shall:

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

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

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

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

(3) Testing shall:

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

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

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

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

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

1. Use of the local evaluation process;
2. Identification of effective teaching and management practices;
3. Effective observation and conferencing techniques;
4. Establishing and assisting with certified employee professional growth plans;
5. Summative evaluation techniques; or

6. Completion of training or update training in the Kentucky Teacher Internship Program in 704 KAR 20:690 or Kentucky Principal Internship Program in 704 KAR 20:470 not to exceed six (6) hours per two (2) year cycle.

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

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

provide for the following:

- (1) Right to a hearing as to every appeal;
- (2) Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and
- (3) Right to presence of evaluatee's chosen representative.

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

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

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

- (a) Cycle;
- (b) Observation frequency;
- (c) A form; or
- (d) An appeal procedure.

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

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

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

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

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

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

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

**156.557 Standards for improving performance of certified school personnel – Criteria for evaluation – Content of programs – Administrative regulations – Waiver for alternative plan – Appeals – Exemptions – Review of evaluation systems – Assistance to improve evaluation systems.**

- (1) The Kentucky Board of Education shall establish statewide standards for evaluation and support for improving the performance of all certified school personnel.
- (2) The performance criteria on which teachers and administrators shall be evaluated shall include, but not be limited to:
  - (a) Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results;
  - (b) Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research-based instructional practices, or school management skills based on validated managerial practices;
  - (c) Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques;
  - (d) Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences;
  - (e) Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others;
  - (f) Performance of duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations;
  - (g) Demonstration of the effective use of resources, including technology;
  - (h) Demonstration of professional growth;
  - (i) Adherence to the professional code of ethics; and
  - (j) Attainment of the teacher standards or the administrator standards as established by the Education Professional Standards Board that are not referenced in paragraphs (a) to (i) of this subsection.
- (3) The certified employee evaluation programs shall contain the following provisions:
  - (a) Each certified school employee, including the superintendent, shall be evaluated by a system developed by the local school district and approved by the Kentucky Department of Education.
  - (b) The local evaluation system shall include formative evaluation and summative evaluation.
    1. "Formative evaluation" means a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.
    2. "Summative evaluation" means the summary of, and conclusions from, the evaluation data, including formative evaluation data, that:
      - a. Occur at the end of an evaluation cycle; and

- b. Include a conference between the evaluator and the evaluated certified employee, and a written evaluation report.
- (c) The Kentucky Board of Education shall adopt administrative regulations incorporating written guidelines for a local school district to follow in developing, implementing, and revising the evaluation system and shall require the following:
1. All evaluations of certified employees below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators;
  2. The immediate supervisor of the certified school employee shall be designated as the primary evaluator. At the request of a teacher, observations by other teachers trained in the teacher's content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers;
  3. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee;
  4. Evaluators shall be trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school employees and in the use of the school district evaluation system;
  5. The evaluation system shall include a plan whereby the person evaluated is given assistance for professional growth as a teacher or administrator. The system shall also specify the processes to be used when corrective actions are necessary in relation to the performance of one's assignment; and
  6. The training requirement for evaluators contained in subparagraph 4. of this paragraph shall not apply to district board of education members.
- (4) A local district may request from the Kentucky Department of Education a waiver from the guidelines and administrative regulations promulgated by the Kentucky Board of Education as required in subsection (3)(c) of this section in order to implement an alternative evaluation plan for employees on continuing contracts. The department shall grant a waiver if the alternative plan provides for a three (3) phase certified employee evaluation plan that includes:
- (a) Phase One: Evaluation for Professional Growth.
    1. Evaluation is based on a wide array of relevant sources and directed toward general and specific recommendations for improvement; and
    2. Evaluation does not include documentation that might adversely affect employment status.
  - (b) Phase Two: Transition.
    1. Evaluation is for the purpose of intensive scrutiny of job performance;

2. Evaluation includes documentation that may lead to adverse employment decisions;
3. Assistance and support for improvement shall be provided by the school district; and
4. Placement of an individual in the transition phase shall not be subject to appeal, but the employee shall be notified of the decision in writing.

(c) Phase Three: Evaluation for Deficiency.

1. Notwithstanding KRS 161.760, written notice of potential termination, reduction of direct classroom responsibility, or other adverse actions and conditions for job retention are given the employee;
2. A clear time frame for proposed actions is provided the employee; and
3. The summative evaluation is subject to appeal.

An alternative plan for the evaluation of certified personnel shall be proposed to the Kentucky Department of Education if the local district evaluation committee is in support of the plan. Training necessary to implement the alternative plan shall be provided to the principals, supervisory personnel, and the employees to be evaluated. The local district shall provide support to implement the plan. The department shall provide technical assistance to districts wishing to develop alternative evaluation plans.

- (5) The Kentucky Board of Education shall establish an appeals procedure for certified school employees who believe that the local school district failed to properly implement the approved evaluation system. The appeals procedure shall not involve requests from individual certified school employees for review of the judgmental conclusions of their personnel evaluations.
- (6) The local board of education shall establish an evaluation appeals panel for certified personnel that shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation. In districts that have adopted an alternative evaluation plan under subsection (4) of this section, the appeal shall only apply to the summative evaluation of Phase Three.
- (7) Local school districts with an enrollment of sixty-five thousand (65,000) or more students shall have an evaluation system but shall be exempt from procedures or processes described in this section as long as the plan meets the standards established by the Kentucky Board of Education for local school district evaluation systems. The local plan shall include an appeals process for employees who believe they were not fairly evaluated.
- (8) Between July 15, 2000, and June 30, 2001, each school district shall review its local evaluation system to assure that the system is working effectively and to make changes to improve its system.
- (9) Beginning with the 2001-2002 school year, and in subsequent years, the Kentucky Department of Education shall annually provide for on-site visits by trained personnel to a minimum of fifteen (15) school districts to review and ensure

appropriate implementation of the evaluation system by the local school district. The department shall provide technical assistance to local districts to eliminate deficiencies and to improve the effectiveness of their evaluation systems. The department may implement the requirement in this subsection in conjunction with other requirements, including, but not limited to, the scholastic audit process required by KRS 158.6455.

**Effective:** July 14, 2000

**History:** Created 2000 Ky. Acts ch. 527, sec. 4, effective July 14, 2000.

## APPENDIX E

### 161.750. Nonrenewal of limited contracts.

- (1) Any teacher employed under a limited contract may be reemployed under the provisions of KRS 161.720 to 161.810 for the succeeding school year at the same salary, plus any increment or decrease as provided by the salary schedule, upon notification of the board by the superintendent of schools that the contract of the teacher is renewed.
- (2) If the superintendent does not renew the contract he shall present written notice to the teacher that the contract will not be renewed no later than April 30 of the school year during which the contract is in effect. Upon receipt of a request by the teacher, the superintendent shall provide a written statement containing the specific, detailed, and complete statement of grounds upon which the nonrenewal of contract is based.
- (3) The teacher shall be presumed to have accepted employment, unless he notifies the superintendent of schools in writing to the contrary on or before the fifteenth day of June, and a written contract for the succeeding year shall be executed accordingly.
- (Enact. Acts 1942, ch. 113, § 4; 1944, ch. 98; 1964, ch. 41, § 4; 1970, ch. 169, § 1; 1976, ch. 103, § 1; 1990, ch. 476, Pt. II, § 83, effective July 13, 1990.)

161.790. Termination of contract by board —  
Sanctions.

- (1) The contract of a teacher shall remain in force during good behavior and efficient and competent service by the teacher and shall not be terminated except for any of the following causes:
  - (a) Insubordination, including but not limited to violation of the school laws of the state or

administrative regulations adopted by the Kentucky Board of Education, the Education Professional Standards Board, or lawful rules and regulations established by the local board of education for the operation of schools, or refusal to recognize or obey the authority of the superintendent, principal, or any other supervisory personnel of the board in the performance of their duties;

- (b) Immoral character or conduct unbecoming a teacher;
  - (c) Physical or mental disability;
  - (d) Inefficiency, incompetency, or neglect of duty, when a written statement identifying the problems or difficulties has been furnished the teacher or teachers involved.
- (2) Charges under subsections (1)(a) and (1)(d) of this section shall be supported by a written record of teacher performance by the superintendent, principal, or other supervisory personnel of the district, except when the charges are brought as a result of a recommendation made under KRS 158.6455.
  - (3) No contract shall be terminated except upon notification of the board by the superintendent. Prior to notification of the board, the superintendent shall furnish the teacher with a written statement specifying in detail the charge against the teacher. The teacher may within ten (10) days after receiving the charge notify the chief state school officer and the superintendent of his intention to answer the charge, and upon failure of the teacher to give notice within ten (10) days, the dismissal shall be final.
  - (4) Upon receiving the teacher's notice of his intention to answer the charge, the chief state school officer shall appoint a three (3) member tribunal, consisting of one (1) teacher, one (1) administrator, and one (1) lay person, none of whom reside in the district, to conduct an administrative hearing in accordance with KRS Chapter 13B within the district. The chief state school officer shall name the chairman and set the date and time for the hearing. The hearing shall begin no later than forty-five (45) days after the teacher files the notice of intent to answer the charge.
  - (5) A hearing officer shall have final authority to rule on dispositive prehearing motions.
  - (6) The hearing may be public or private at the discretion of the teacher. At the hearing, a hearing officer appointed by the chief state school officer shall preside with authority to rule on procedural matters, but the tribunal shall be the ultimate trier of fact. The local board shall pay each member of the tribunal a per diem of one hundred dollars (\$100) and travel expenses.
  - (7) Upon hearing both sides of the case, the tribunal may by a majority vote render its decision or may defer its action for not more than five (5) days. Provisions of KRS Chapter 13B notwithstanding, the tribunal decision shall be a final order and may be rendered on the record.
  - (8) The superintendent may suspend the teacher pending final action to terminate the contract, if, in his judgment, the character of the charge warrants

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the action. If after the hearing the decision of the tribunal is against termination of the contract, the suspended teacher shall be paid his full salary for any period of suspension.

- (9) The teacher shall have the right to make an appeal to the Circuit Court having jurisdiction in the county where the school district is located in accordance with KRS Chapter 13B. The review of the final order shall be conducted by the Circuit Court as required by KRS 13B.150.
- (10) As an alternative to termination of a teacher's contract, the superintendent upon notifying the board and providing written notification to the teacher of the charge may impose other sanctions, including, suspension without pay, public reprimand, or private reprimand. The procedures set out in subsection (3) of this section shall apply if the teacher is suspended without pay or publicly reprimanded. The teacher may appeal the action of the superintendent if these sanctions are imposed in the same manner as established in subsections (4) to (9) of this section. Upon completion of a suspension period, the teacher may be reinstated. (Enact. Acts 1942, ch. 113, § 8; 1944, ch. 98; 1964, ch. 41, § 6; 1988, ch. 370, § 1, effective July 15, 1988; 1990, ch. 476, Pt. II, § 85, effective July 13, 1990; 1996, ch. 318, § 53, effective July 15, 1996; 1996, ch. 362, § 6, effective July 15, 1996; 1998, ch. 598, § 16, effective April 14, 1998; 2000, ch. 200, § 1, effective July 14, 2000.)