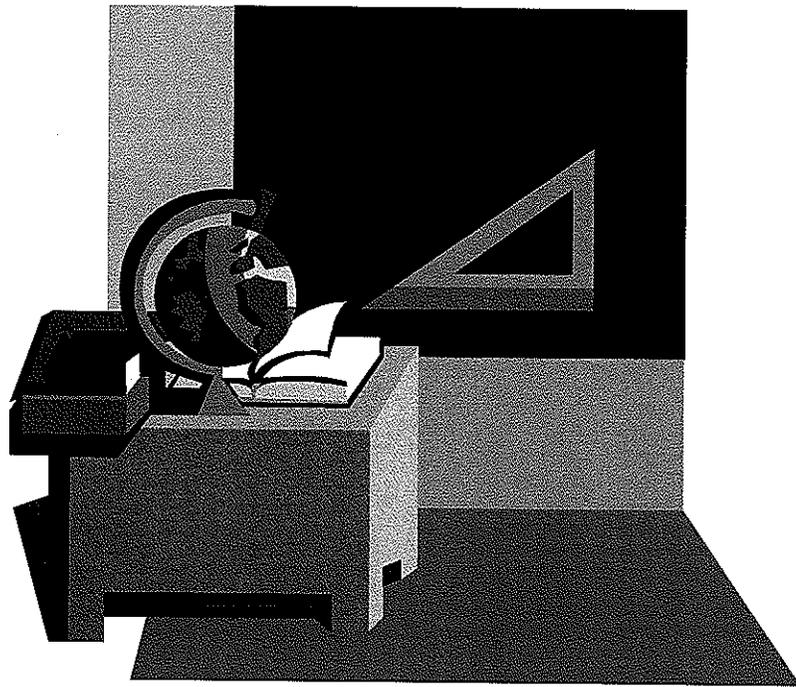


# **Professional Growth and Certified Personnel Evaluation Plan**



## **Whitley County School District Reviewed/Updated 2007**

**Lonnie R. Anderson, Superintendent**

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# PROFESSIONAL GROWTH AND CERTIFIED PERSONNEL EVALUATION PLAN

**Name of District:** Whitley County

**Telephone:** (606) 549-7000

**Address:** 300 Main Street  
Williamsburg, KY 40769

**Superintendent:** Lonnie R. Anderson

**Evaluation Contact Person:** Jo Ann Siler, Assistant Superintendent (606) 549-7000

## *2007-2008 Evaluation Plan Development Committee Members*

Sacha Bargo	Teacher – Whitley Central Primary
Darryl Bowman	Teacher - Whitley County High School
Carolyn Lawson	Teacher - Boston Elementary School
Sharon Saylor	Teacher - Nevisdale Elementary School
John Siler	Teacher - Rockholds Opportunity Center
Joan Vanderpool	Teacher - Poplar Creek Elementary School
Roger Wilson	Teacher - Whitley County Middle School
Doug Bennett	Principal - Whitley County North Elementary
Larry Brown	Principal - Pleasant View Elementary
Regina Foley	Principal - Oak Grove Elementary
Scott Paul	Principal - Whitley County High School
Richard Prewitt	Principal - Whitley County Middle School
Alan Sweet	Principal - Whitley Central Intermediate
Alan Ysidro	Assistant Principal – Whitley County High School

## ASSURANCES

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

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

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

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

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

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

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

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

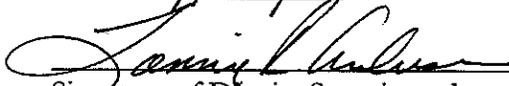
Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

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

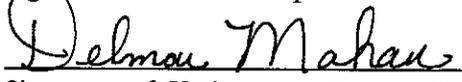
This evaluation plan process will not discriminate on the bases of race, national origin, religion, marital status, sex or disability.

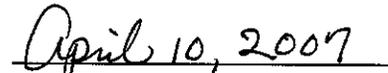
This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved this evaluation plan as recorded in the minutes of the meeting held on 4/10/07.

  
\_\_\_\_\_  
Signature of District Superintendent

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Signature of Chairperson, Board of Education

  
\_\_\_\_\_  
Date

# PERFORMANCE EVALUATION

Performance Evaluation is a process for Professional Growth with **all educators** working cooperatively to achieve goals and objectives that enhance student learning.

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The **EVALUATION PROCESS** shall include both formative and summative evaluation of certified employees. **Tenured employees** will be observed annually through on-going observation of performance and conferencing and the development of an individual professional growth plan. Summative evaluation will occur at a minimum of once every three years. **Non-tenured employees** will be observed annually through on-going observation of performance, conferencing, the development of an individual professional growth plan, and summative assessment. Summative evaluation with multiple observations shall occur annually for non-tenured employees. **Administrators** will be evaluated annually through on-going observation of performance and conferencing, the development of an individual professional growth plan and summative evaluation. 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.

## DEFINITIONS

**Administrator:** means any certified staff person who devotes the majority of his/her employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20. These positions are superintendent, deputy superintendent, assistant/associate superintendent, principal, assistant principal, guidance counselor, directory of special education, and supervisor of instruction, director of pupil personnel, and director of district-wide services, instructional coordinator, and district assessment coordinator. Head teachers may also serve as evaluators of certified personnel based upon KRS 160.345. The administrator assumes the role of evaluator for all certified school personnel whom he/she immediately supervises.

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

**Assistance Professional Growth Plan** means a plan whereby a person being evaluated establishes specific goals to improve an identified area of concern in performance. The evaluator takes an active role in activities and appraisal of the activities along with the evaluatee. Intensive assistance may require the use of an assistance team of individuals to help the employee grow professionally

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

**Corrective Action Plan:** a plan developed by the evaluator and evaluatee as a result of an unsuccessful standard rating(s) on the summative evaluation. Specific assistance and activities are identified and progress monitored.

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

**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 including a portfolio, peer review, product or performance and the establishment and monitoring of a professional growth plan.

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

**Evaluation Plan:** includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. Both the plan and the procedures must be approved by the Kentucky Department of Education.

**Evaluation Procedures:** as well as the evaluation forms must be designed to foster professional growth and to support individual personnel decisions.

**Evaluator:** one who appraises or carefully examines behaviors and performance to determine a value. Evaluators must be trained, tested, and certified.

**Formal Observation** means an observation conducted after a pre-conference and followed within five working days by a post-observation conference.

**Formative Evaluation:** a continuous cycle of collecting evaluation information and interacting, and providing feedback with suggestions regarding the certified employee's professional growth and performance.

**Indicators:** are measurable or observable behaviors and outcomes that demonstrate performance criteria.

**Informal Observation/Instructional Walkthrough:** means an observation whereby the evaluator comes into the classroom unannounced to observe performance and is followed within five working days by a post-observation conference. These observations may be conducted as frequently as deemed necessary and used as part of the summative evaluation.

**Job Category:** the term used to signify a group or class of positions with closely related functions such as: principal, coordinator, or director.

**Monitoring:** to supervise; to check systematically or scrutinize for the purpose of collecting specified categories of data. (For example: principals monitor teachers' lesson plans, units of study, and interactions with students, parents, and each other.)

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

**Observee:** one who is observed by the observer.

**Observer:** one who sees and reports behaviors. This usually the primary evaluator, but may be another administrator or another teacher trained in the teacher's content area or a curriculum content specialist.

**Openly:** with full knowledge of others (evaluate).

**Other support staff:** any certified staff other than teacher or administrator.

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

**Position:** a professional role in the school district such as; teacher, secondary principal, supervisor of instruction.

**Primary evaluator:** the evaluator who is the employee's immediate supervisor (principal, associate principal, head teacher, etc.)

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

**Post-conference:** a meeting between the evaluator and the certified personnel employee to provide feedback from the evaluator. The evaluator and the certified personnel employee analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan.

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

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

**Summative evaluation:** the summary of, and conclusions from all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written evaluation report.

**Teacher** means any certified staff person who directly instructs students.

**Third Party Observer** 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. To request a third party observer, employee shall:

- a. do so in writing to the evaluator
- b. request no later than Feb. 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 working days of the teacher's written request, the evaluator shall select the third party observe

**Alternative/Optional Methods of Data Collection** means Section 5 of KRS 156.557 provides for evaluation procedures and forms to be designed to foster professional growth. This regulation also provides encouragement and incentives for certified school personnel to improve their performance. To promote effective interpersonal, communication, and collaboration skills among peers and subordinates, consideration of some alternative/optional ways of data collection may be used.

**These alternative/optional methods of gathering data must be both acceptable and agreed upon by the evaluator and evaluatee to be a productive way of appraising performance.**

Collaboration, peer communication, and effective interpersonal skills can be achieved by: peer development, mentoring, support systems, flexibility, assuming new roles.

Self-assessments: ratings done by evaluatee on a particular performance and discussed in a post-observation conference.

Collaborating teachers, primary teams, departmental teams, etc. may use the district's data collection instruments during observations in order to gather data for discussion.

Evaluator may choose to gather data for a formal observation by observing the team as they work together for one of the observations required by the district plan.

**\*\*\*Note: Peers are involved in the growth process, not in evaluations.**

## Ethical Guidelines for Evaluators

### Open (no secrets)

- A. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee. (KRS 156.557)
- B. The evaluation criteria and process shall be explained and discussed with each certified personnel not later than the end of the first month of reporting for employment. (704 KAR 3:345, Section 5 (2)).
- C. Newly hired certified school employees or employees hired in the middle of the school year must be given a thorough orientation (see "B" above) to the district evaluation plan prior to any evaluation observation visits.

### Honest (honest, sincere, factual, fair)

Rely upon observable and documented data (either performance or product) for making evaluation decisions. Personal opinion, gossip, and rumors can only create havoc for both parties involved. All data collected must be substantiated and in written form (signed and dated by both observee and observer).

- A. All observations of performances and products should be made in writing. Experts have said, "If it isn't written, it didn't happen!" This is a good rule to follow. Evaluation requires documentation!
- B. All certified school employees deserve the evaluator's sincerest efforts in the evaluation process. The evaluator's time and attentiveness are of the utmost importance, particularly as research substantiates that instruction is improved when teaching skills are improved.
- C. Factual-behaviors are to be described in writing rather than by a memory-recall technique. (If an important event occurs when an evaluator has no paper or pencil available, record the incident in writing as soon as paper and pencil are available.)
- D. Questionable or unclear behaviors observed during the observation should be noted and discussed during the post-observation conference.
- E. If requested by the teacher, observations by another teacher trained in the teacher's content area or curriculum content specialist shall be provided.

### Reasonable (common sense, ethical)

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

### Interpersonal

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

## CERTIFIED STAFF EVALUATION PLAN POLICY 03.18

### **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 the applicable statute and regulation.

### **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 evaluation shall be maintained in the employee's personnel file.

### **Frequency:**

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

### **Appeal Panel:**

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

### **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 (1) alternate certified employee to the panel.

### **Terms:**

One (1) panel member shall serve a two (2) year term. The term of office for all other panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

### **Chairperson:**

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

### **Appeal to Panel:**

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material released to him/her. Both the evaluator and 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 she/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 record 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 she/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.

**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:**

KRS 156.557, 704 KAR 003:345

OAG 92-135

**Related Policies:**

03.15

03.16

02.14

## **Components of the Professional Growth and Certified Evaluation Plan**

### **1. Standards of Performance**

The criteria specified in this evaluation plan have been approved by the Evaluation Committee. This committee also developed the evaluation procedures and forms. These criteria have been stated in performance objective form with each performance objective subdivided into specific indicators that can be observed and recorded. The specified criteria are designed to meet local needs and to comply with 704 KAR 3:345 (related to KRS 156.557). All certified personnel shall follow the professional code of ethics as found on page 15 of this document.

### **2. Evaluation Instrument**

The evaluation instrument is more than a report of one classroom observation. The Instrument reflects the culmination of the total process, documenting the staff member's performance over the entire school year(s). The instrument contains information related to the individual's specific job description as well as professional obligations. An overall performance review is provided at the end of the evaluation instrument. An employee must meet district standards on the summative. The employee shall have the opportunity to comment in writing on his/her summative evaluation.

#### **The standards for teachers are:**

- Standard 1: Demonstrates Professional Leadership
- Standard 2: Demonstrates Knowledge of Content
- Standard 3: Designs/Plans Instruction
- Standard 4: Creates/Maintains Learning Climate
- Standard 5: Implements/Manages Instruction
- Standard 6: Assesses and Communicates Learning Results
- Standard 7: Reflects/Evaluates Teaching/Learning
- Standard 8: Collaborates with Colleagues/Parents/Others
- Standard 9: Engages in Professional Development
- Standard 10: Demonstrates Implementation of Technology

#### **The standards for library/media specialist are:**

- Standard 1: Demonstrates proficiency in Management and Administration of the Library Media Center
- Standard 2: Demonstrates Proficiency as a Teacher
- Standard 3: Demonstrates Proficiency as Instructional Partner
- Standard 4: Demonstrates Proficiency as Information Specialist
- Standard 5: Manages student behavior
- Standard 6: Demonstrates Implementation of Technology

#### **The standards for school counselors are:**

- Standard 1: Program management, research, and evaluation
- Standard 2: Developmental guidance curriculum
- Standard 3: Individual/small group counseling

- Standard 4: Consultation/collaboration
- Standard 5: Coordination
- Standard 6: Assessment
- Standard 7: Adheres to professional standard
- Standard 8: Demonstrates professional leadership
- Standard 9: Engages in professional development
- Standard 10: Demonstrates implementation of technology

**The standards for administrators are:**

- Standard 1: Vision
- Standard 2: School Culture and Learning
- Standard 3: Management
- Standard 4: Collaboration
- Standard 5: Integrity, Fairness, Ethics
- Standard 6: Political, Economic, Legal
- Standard 7: Technology

This performance review requires the development of a professional growth plan that addresses any specified concerns. Variations occur on the administrator evaluation instruments; necessary because of different job description specifications. Failure to meet any of these standards may result in termination of contract.

**3. Conferences**

Evaluations shall include a minimum of one conference between the evaluator and the person evaluated. However, additional conferences are recommended. It shall be left up to the discretion of the individual evaluatee and/or evaluator as to conducting a pre-observation conference. In the event no pre-observation conference is scheduled the principal shall review the lesson plan(s) prepared by the teacher prior to the observation. However, a post-observation conference shall be required. This conference shall be held within five working days of the observation.

**4. Lesson Plan Format**

Teachers shall comply with the school's designated Lesson Plan Format. The lesson plan is an integral part of the total teacher process. The principal shall review the teacher's lesson plan prior to formal observation.

**5. Evaluation Timetable**

- (a) All employees are given an orientation to the Plan for Evaluation of certified employees within the first month of school.
- (b) Non-tenured teachers shall receive multiple (at least two) observations annually; at least one observation is required the first semester.
- (c) Certified tenured employees receiving unsatisfactory observations shall require multiple observations.
- (d) Tenured teachers with demonstrated satisfactory performance shall be evaluated, at a minimum, once every three-year period, which may include the use of alternative methods of data collection, i.e. peer review.

- (e) All administrators, including the superintendent, shall receive an annual evaluation.
- (f) Summative evaluations shall be completed and submitted to the Superintendent by April 15 for limited contract personnel or anyone on a corrective action plan, May 15 for continuing contract personnel and June 15 for administrators.

6. **Review and Assessment of Evaluation Plan**

- (a) The evaluation committee shall review the evaluation plan and make appropriate revisions and/or additions as necessary.
- (b) Revisions to the evaluation plan shall be approved by the Whitley County Board of Education and the Kentucky Department of Education.

7. **Professional Growth Plan**

After an initial observation and/or consultation of the teacher or administrator, a professional growth plan shall be established whereby the teacher or administrator is given assistance for becoming more proficient in his/her job. This growth plan will be part of the next cycle formative and summative evaluation and must be reviewed annually.

8. **Established Rules and Principles**

- (a) The immediate supervisor of the certified school employee shall be designated the primary evaluator.
- (b) All monitoring (formal and informal observations) of performance of a certified employee shall be conducted openly with the full knowledge of teacher/administrator.
- (c) All evaluations shall be in writing on an evaluation form.
- (d) All observations to be considered in evaluation shall be documented and discussed with evaluatee within 5 working days.
- (e) A copy of the evaluation shall be provided for the person evaluated.
- (f) Summative evaluations and growth plans shall be filed at the central office as an official component of each certified employee's personnel file.
- (g) All certified school personnel shall be made aware of the criteria on which they are to be evaluated within the 1st month of reporting for employment each school year.
- (h) Any person has the right to appeal summative evaluation. Any evaluatee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement of disagreement.
- (i) If requested by the evaluatee, 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 working days of the teacher's written request, the evaluator shall select the third party observer.

Intern Teachers - Observations are conducted in Coordination with Kentucky Teacher Internship Program (KTIP) forms. Copies of the IPR, PGP, RIT and RTTY forms are to be kept in the central office upon completion of the internship

**9. Training of Evaluators**

All evaluators shall be trained, tested and approved. Each primary evaluator shall receive training relevant to his/her specific area of supervision. This training shall consist of:

- (a) Training at the local level designed to address the needs of individual districts and reflect the uniform use of the evaluation instrument(s). Training shall be specifically related to: (1) Observation techniques/gathering data; (2) Conferencing; (3) Designing/writing a growth/improvement plan; (4) Monitoring the growth/improvement plan.
- (b) Training, as part of the effective leadership requirement that is specifically related to the evaluation process.
- (c) Sharing of the printed material/current research pertaining to staff evaluation.
- (d) Training shall reflect the use of data/research pertaining to effective teaching practices and management techniques.

All training shall be conducted by persons having received training in evaluation methods and/or having conducted training in evaluation methods. The district shall designate a person responsible for evaluation training and as the contact person for the district's evaluation plan.

**10. Orientation**

All employees are given an orientation to the Plan for Evaluation of Certified Employees within the first month of reporting to school. Upon distribution of the Evaluation Plan materials, each faculty will comprehensively review and discuss the procedures to be followed and the instrument that is to be used.

**11. Local Appeals Procedure**

- (a) The certified employees of the local school district shall elect two (2) members to serve on the local appeals panel. The two (2) certified staff members receiving the highest number of votes shall serve as the selected members. Alternates shall be listed according to highest number of votes received. Alternates shall be used in the event a regular panel member cannot serve or in the event of a conflict of interest. The Board of Education shall appoint one (1) certified staff member to the appeals panel. The committee shall elect a chairperson for each appeals process.

The Board of Education shall also appoint one certified employee as alternate to serve in the absence of the first appointee. (Interning certified staff are not eligible to serve on the appeals panel.)

- (b) The members of the appeals panel shall be elected/appointed for a two-year term (a year defined as running from July 1 to June 30) with the option of being reelected/reappointed.
- (c) Any certified employee who requests a review of his/her summative evaluation by the local appeals panel shall submit a written request to the local appeals panel within five (5) working days of receipt of the evaluation. Appeals shall be presented on forms prepared by the local district. No member of the panel shall serve on any appeal in which he/she were the evaluator. No panel member shall serve on any appeal brought by the member's immediate family (father, mother, brother, sister, husband, wife, son, daughter, aunt, uncle, son-in-law, and daughter-in-law).
- (d) Panel members shall meet at a time and place set by the chairperson. The appealing employee and the evaluator shall be notified of the meeting time and place; the hearing shall otherwise be a closed meeting. Both the appealing employee and employer shall be provided copies of all documentation submitted.
- (e) The appealing employee shall release to the panel all evaluation material/information. The chairperson shall review all submitted information and may disallow information to be presented in the hearing which is determined if relevant to the appeal. The burden of proof shall be on the employee to the panel. The evaluator shall be allowed the opportunity to respond to the claims of the appealing employee and to present written record which support the summative evaluation. The panel shall review all documents presented to it and be allowed to interview both the appealing employee and the evaluator. The appealing employee and employer have a right to representation.
- (f) Upon receiving the request the panel will schedule a PRELIMINARY HEARING to provide documentation to all parties and the panel. The chairperson of the panel shall be elected by the panel for each appeal. Four (4) copies of all documentation to be considered in the appeal shall be made available at this time. One copy for each of the committee and evaluator/evaluatee shall be provided. The chairperson shall convene the hearing and explain procedures for the process. The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide for legal council to the panel if requested. The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluatee, evaluator and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony. After the evaluatee and evaluator leave, the appeals committee shall remain and review all documents and formulate questions for the hearing. Within three (3) working days an APPEALS PANEL HEARING will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. An opportunity for questioning each party shall be provided. The

panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will then be permitted to leave and the panel will consider all information provided them. The panel may determine if there is a need to tape record the hearing. Tape(s) shall be kept in a locked file in the Central Office for a minimum of one (1) year from the date of the hearing for future discussions of the panel.

- (g) The panel shall make a recommendation to the district superintendent within fifteen (15) working days from the date of filing the appeal. The superintendent shall file the recommendation in the employee's personnel file with the original evaluation form.
- (h) The panel's recommendation may include one of the following:
  - a. a new evaluation by a second certified evaluator
  - b. uphold the original evaluation
  - c. remove the summative or any part of the summative from the personnel file

The chairperson of the panel shall present the decision to the Superintendent for action within three (3) working days of the panel's decision.

Any evaluatee who feels that the procedural issues were violated may appeal the decision to the Kentucky Board of Education.

## **12. State Appeals Procedure**

- (a) The State Board of Education shall appoint a committee of three (3) board members to serve on the State Evaluation Appeals Panel. Said panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusion of evaluations.
- (b) The certified employee must submit a written request to the Commissioner of Education for a hearing to the State Evaluation Appeals Panel. A specific description of the complaint and grounds for appeal must be submitted with this request.
- (c) The State Evaluation Appeals Panel, or the Department of Education at its direction shall review the complaint and investigate to determine if a hearing should be granted.
- (d) If a hearing is granted, all involved parties shall have an opportunity to speak before the appeals panel.
- (e) A decision of the appeals panel shall be rendered within fifteen working days after a hearing.

### Evaluation Timetable

Step 1. All employees are given an orientation to the Plan for Evaluation of Certified Employees.	Within 1st month of reporting for school
Step 2. Primary Evaluators NOTIFY employees to be evaluated.	Beginning of School Year
Step 3. Evaluator holds pre-conference with employee	Within 5 working days before formal observation
Step 4. Evaluator conducts post observation conference and collaboratively develops professional growth plan.	Within 5 working days of the formal observation
Step 5. Formal and Informal observations	Current School Year
Step 6. Evaluators conducts Summative Evaluation and Summative Conferences as appropriate	Summative: Non-tenured and any Tenured Employee on an Assistance Growth Plan (April 1) All other Tenured Teachers (May 15) Administrators (June 15)
Step 7. Appeals Panel Hearing Request Form must be submitted	Within 5 working days of the summative evaluation to Appeals Panel member or District Evaluation contact person.

**Non-renewal of classified employees:** Superintendent must provide or mail written notice of the non-renewal to the employee no later than April 30<sup>th</sup>. KRS.161.011 (5)

**Non-renewal of certified limited contract employees:** Superintendent must present written notice of the non-renewal to the teacher no later than April 30<sup>th</sup>. KRS 161.750(20) (2)

**Reduction in responsibility of certified employees:** Where an administrator is being demoted, or a teacher's extra duty or extended employment is being reduced, written notification of the reduction of duties and corresponding reduction in salary must be provided by the Superintendent to the employee not later than ninety (90) days before the first student attendance day of the school year. The notice must include the specific reason for the reduction. KRS 161.760(3)

**Transfer or change in appointment of a teacher:** Transfers or changes in appointments of teachers not later than thirty (30) days before the first student attendance day are limited to those grounds set out in statute. KRS 162.760(2)

**Notice of best estimate of certified salary:** The superintendent must provide to each teacher a written best estimate of salary to be paid the teacher for that year, not later than forty-five (45) days before the first student attendance day for that year. KRS 161.760(1)

# CODE OF ETHICS

## 704 KAR 20:680

### Section 1. Certified personnel in the Commonwealth:

- (1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- (2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;

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

<u>To Students</u>	<u>To Parents</u>	<u>To Education Profession</u>
<ul style="list-style-type: none"><li>▪ Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator.</li><li>▪ Shall respect the constitutional rights of all students.</li><li>▪ Shall take reasonable measures to protect the health, safety, and emotional well-being of students.</li><li>▪ Shall not use professional relationships or authority with students for personal advantage.</li><li>▪ Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.</li><li>▪ Shall not knowingly make false or political malicious statements about students or colleagues.</li><li>▪ Shall refrain from subjecting students to embarrassment or disparagement.</li><li>▪ Shall not engage in any sexually related behavior with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats or physical harm; and sexual assault.</li></ul>	<ul style="list-style-type: none"><li>▪ Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student.</li><li>▪ Shall endeavor to understand the community cultures and diverse home environments of students.</li><li>▪ Shall not knowingly distort or misrepresent facts concerning educational issues.</li><li>▪ Shall distinguish between personal views and the views of the employing educational agency.</li><li>▪ Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.</li><li>▪ Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan activities.</li><li>▪ Shall not accept gratuities, gifts, or favors that might impair professional judgment, and shall not offer any of these to obtain special advantage.</li></ul>	<ul style="list-style-type: none"><li>▪ Shall exemplify behaviors that maintain the dignity and integrity of the profession.</li><li>▪ Shall accord just and equitable treatment to all members.</li><li>▪ Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.</li><li>▪ Shall not use coercive means or give special treatment in order to influence professional decisions.</li><li>▪ Shall apply for, accept, offer, or assume position or responsibility only on the professional preparation and legal qualifications.</li><li>▪ Shall not knowingly falsify or misrepresent records of facts to the educator's own qualifications or those of other professionals.</li></ul>

<b>Teacher Standards/Criteria Evidence/Data</b>	
<b>Standard 1: Demonstrates Professional Leadership</b> The teacher provides professional leadership within the school, community and education profession to improve student learning and well being.	<b>Standard 3: Designs/Plans Instruction</b> The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.
Letters, notes, email messages to and from parents and colleagues	Lesson plans with learning goals and academic expectations clearly identified
Class newsletters, articles and other publications	Pre-observation form
Membership cards and plaques	Pre/Post Conference form
Certificates of attendance in professional activities	Teacher designed assessments
Copies of presentations, notes from conferences	Work Samples/ Student products
Sharing of new learning with other colleagues	Curriculum Maps
Attendance rosters, minutes of meetings	Units of study
Letters, notes email identifying policies/procedures followed	Seating charts, Notes in lesson plans addressing room arrangement
Record corresponding to specific items in the policies/procedures	Videotapes, Photos of learning experiences, audio tapes
Mentoring of colleagues	Assessment File- evidence of multiple assessments
Participation in State and National Professional organizations, cadres, and academies	Formal and informal observation
Recommendations of colleagues for emerging leadership opportunities	Lesson plans showing integration of technology Student work demonstrating use of technology
Audio tapes, video tapes of lessons and presentation, lesson plans, unit plans, curriculum maps, instructional materials	Lesson plans identifying school and community resources. Field trips, Journals, Guest speakers
Projects, summaries of projects, outline of programs	
Sign in sheets, evaluation forms	
<b>Standard 2: Demonstrated Knowledge of Content: The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.</b>	<b>Standard 4: Creates/Maintains Learning Climate-Creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.</b>
Lesson plans, unit plans, curriculum maps	Written communications to students and/or parents
Copies of presentations, overhead transparencies	Evaluator inclusion in disciplinary conferences
Hands-on activities, projects, learning demonstrations by students	Letters, notes, email to parents showing flexibility, creativity.
Notes or reviews of textbooks	Certificates of training in classroom management.
Minutes of planning meetings	Products/presentation in multimedia format
Work samples	Classroom rules posted and consistently followed
Instructional materials reflect multicultural/global perspectives	Written communication to parents outlining expectations and keeping parents aware of behavior Written disciplinary plan Classroom rules posted & consistently followed. Written disciplinary referrals and notes
Learning applied outside the school context.	Videotape of multimedia use
Demonstrates knowledge during formal and informal observation multi-disciplinary and/or cross-disciplinary content delivery	Lesson plans identifying individual or group inquiry, activities, and materials Lesson plans identifying accommodations
Copies of summaries of current articles, books, workbooks used in teaching	Formal and informal classroom observations, lesson plans identify use of materials and equipment
Lesson plans show use of age-appropriate and developmentally appropriate materials	Committee membership, minutes from committee meetings
Use of multiple learning styles, instructional strategies for all ability levels	Materials using a variety of instructional strategies, Teacher inventory of personal instructional strategies
Demonstrates knowledge during formal and informal observation strategies appropriate to the identified ability level of the students observed	
Identifies and explains multicultural and global perspectives during formative observation visit	
<b>Standard 5: Implements/manages Instruction</b>	<b>Standard 7 (continued)</b>
Class syllabus	Written recommendation with rationale
Lesson plans with specific goal and clear expectations; lesson plans show linkages to prior learning	Copies of redesigned assessment due to reflections showing problem.
Wall charts outlining goals and expectations	Annotated lesson plans marking changes as a result of feedback, reflection.
Letters, notes, email to parents/students regarding high expectations.	Curriculum/instruction committee reports
Rubrics, assessments with specific goals and high expectations	
Proficient samples and models provided for students prior to	<b>Standard 8: Collaborates with Colleagues/Parents/Others</b>

assessment; examples and non-examples cited specifically	
Handouts, lesson guides, unit plans, curriculum maps	Any written evidence of collaboration
Demonstrated use of media and technology	Letters, notes email showing initiation of collaboration
Evidence of independent and guided practice	Written time lines for collaboration (KTIP cycles, unit planning cycle, CSIP review)
Uses career planning to identify student aspirations	Letters, notes, email to colleagues, parents, representatives outlining a collaborative projects; Copies of letters of response to initiatives
Audio tapes/video tapes of strategies in action	Copies of plans developed to meet needs
List of instructional items in personal repertoire, artifacts used in strategies.	Copies of letters requesting services or assistance from agencies.
Journals, Diaries, Student Learning Logs	Copies of responses from school personnel or community agencies.
Facilitates class or group discussions, Uses Paideia seminar	Copy of IEP conference summary
Time flowchart, scripting from evaluator or observer, Implementation and Impact reports	Notes of meetings
Marker papers in use, Student work samples with meaningful feedback, Weekly progress reports, ESS referrals and additional assistance, Agenda Book notes to parents/students	Notes written reflections of responses to differences
	Team meeting minutes
<b>Standard 6: Assess and Communicates Learning Results</b>	Notes memoranda, written reflections on previous experiences
STAR Assessments, Think-Link Assessments, Accelerated Reader Tests	Committee reports
Teacher file of assessments with rubric/scoring guides; Copies of criteria, authentic assessments	
Grade correlations between classroom and CATS	
STI Reports, KPR analysis with grade level/content area plans, CSIP and CDIP committee reports	<b>Standard 9: Engages in Professional Development</b>
Student work analysis with class profiles	Copies of needs assessment
IEP's with accommodations, Adaptations needed for physical limitations	Written IPGP with current dates, activities, conferences, observation, goals & strategies
ESS Referrals, Written plan for improve performance	Formative evaluation data
Letters, notes, email to students and parents	Summative evaluation documents
Dated progress reports, Individual Education Plans	Updated IPGP
Notes of conferences with student/parents regarding assessment results.	Letters, notes, email from colleague identifying possible PD.
<b>Standard 7: Reflects/Evaluates Teaching/Learning: The teacher reflects on and evaluates teaching and learning.</b>	Updated personal professional development plan, copies of analysis used to identify needs, & written rational for needs
Reviews grading period results	
Identifies learning needs of sub-populations	
Calculates percentage of students at each grade category; Reviews test areas, concepts and skills where students performed poorly.	Annotated lesson plans showing implementation/application of knowledge, skills gained from PD experiences.
Written reflections, journal entries and self-reflection on practice. Accepts responsibility for student success and failure.	
CSIP and CDIP committee reports	

## Evaluation Standards and Performance Criteria for Teachers

### **Standard 1: Demonstrates Professional Leadership**

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

- 1.1 Builds positive relationships within and between school and community.
- 1.2 Promotes leadership potential in colleagues.
- 1.3 Participates in professional organizations and activities.
- 1.4 Writes and speaks effectively.
- 1.5 Contributes to the profession knowledge and expertise about teaching and learning.
- 1.6 Guides the development of curriculum and instructional materials.
- 1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 1.8 Initiates and develops educational projects and programs.
- 1.9 Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 1.10 Follows proper channels to address issues and problems.
- 1.11 Meets assigned time frames as stipulated.
- 1.12 Serves on various school/district committees.
- 1.13 Follows school/district policies and procedures relating to employee punctuality, attendance and evaluating results.
- 1.14 Performs duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations.

### **Standard 2: Demonstrates Knowledge of Content**

The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

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

### **Standard 3: Designs/Plans Instruction**

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

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

### **Standard 4: Creates/Maintains Learning Climate**

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

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

### **Standard 5: Implements/Manages Instruction**

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

- 5.1 Communicates specific goals and high expectations for learning.

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

### **Standard 6: Assesses and Communicates Learning Results**

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

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

### **Standard 7: Reflects/Evaluates Teaching/Learning**

The teacher reflects on and evaluates teaching/learning.

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

### **Standard 8: Collaborates with Colleagues/Parents/Others**

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

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

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

The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

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

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

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.

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

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

## Evaluation Standards and Performance Criteria for Media Specialist

### **Standard 1: Demonstrates proficiency in Management and Administration of the Library Media Center**

- 1.1 Plans long-range goals of the library media center program with faculty, administration, and students.
- 1.2 Plans the budget with the administration, school-based councils and-or advisory committees, based on the needs and objectives of the library media center program.
- 1.3 Administers the budget according to the goals and objectives of the program.
- 1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.
- 1.5 Develops library media center policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.
- 1.6 Administrates 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.
- 1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs and facilities.
- 1.10 Organizes and maintains the library media center as a functional, attractive, safe and orderly environment for optimal use by students and faculty.
- 1.11 Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.
- 1.12 Is responsible for the proper use of the facility, materials, and equipment.
- 1.13 May plan and/or participate in special projects or proposals, e.g. book fairs.
- 1.14 Trains and supervises library media center clerical staff, volunteers, and student helpers.
- 1.15 Follows the SBDM approved selection policy that includes a procedure for the reconsideration of materials.
- 1.16 Keeps automated catalog current utilizing authority control.
- 1.17 Maintain statistical records and shelf list needed to verify collection
- 1.18 Makes general repairs, weed collection, and takes annual inventory.
- 1.19 Makes the library media center and its resources accessible to students and faculty.
- 1.20 Facilitates the circulation of materials among schools in the district or with other agencies.
- 1.21 Provides the resources and promotes recreations reading for the school community
- 1.22 Follows the school's policies and procedures
- 1.23 Promotes compliance with the copyright law.
- 1.24 Handles concerns of others in a positive and professional manner to protect the user's rights to privacy and confidentiality.

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

- 2.1 Provides orientation for new faculty and students
- 2.2 Informally evaluates individual and group needs and provides appropriate learning experiences.
- 2.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.

- 2.4 Provides for independent and cooperative group learning.
- 2.5 Teaches information literacy as an integral part of the curriculum using a process model.
- 2.6 Guides students in the selection of appropriate resources.
- 2.7 Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.
- 2.8 Promotes appreciation of various forms of literature emphasizing the highest quality.
- 2.9 Encourage students to develop lifelong reading listening, viewing, critical thinking skills, and become skilled all models of communication.
- 2.10 Incorporates the use of technology in accessing information.
- 2.11 Assists students in the use of multi-media for projects.
- 2.12 Provides training to staff in the use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.

**Standard 3: Demonstrates Proficiency as Instructional Partner**

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

**Standard 4: Demonstrates Proficiency as Information Specialist**

- 4.1 Chooses materials using selection tools, bibliographies and recommendations.
- 4.2 Maintains a professional collection.
- 4.3 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment that support the school's curriculum and educational goals.
- 4.4 Is available as a personal resource for all students and faculty.
- 4.5 Attends local professional growth activities and meetings
- 4.6 Demonstrates commitment by belonging to professional organizations and attending the meetings, workshops, conferences, and other activities related to the field
- 4.7 Develops/ reviews a PGP congruent with school/district/KERA goals
- 4.8 Upholds and models Kentucky's School Personnel Code of Ethics.

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

- 5.1 Established/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: Demonstrates Implementation of Technology**

The 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.

## Evaluation Standards and Performance Criteria for School Counselors

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

Develops a process and procedure for planning, implementation and evaluation of a comprehensive developmental program of guidance and counseling.

- 1.1 Defines needs and priorities.
- 1.2 Determines objectives.
- 1.3 Communicates with 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 school plans.
- 1.5 Evaluates the program to assure its contribution to the school's mission and goals.
- 1.6 Use information systems and technology.

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

Provides a developmental, preventive, guidance program within the school

- 2.1 Assess the developmental need of students.
- 2.2 Address 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 and 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**

Uses short term individual counseling and structured as well as unstructured small group counseling to address mental, physical, and emotional barriers to learning and to help each child learn at high levels.

- 3.1 Provide 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 Respect and nurture the uniqueness of each student.
- 3.9 Mediate classroom and student conflict.
- 3.10 Empower students to develop and use their resources.

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

Functions in a cooperative process to assist others to effectively meet the needs of students.

- 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, teachers 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**

Functions as a coordinator in bringing together people and resources in the school, the community and the district for the fullest academic, career, personal, and social development of the students.

- 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**

Collaborates with other school and district staff to design and coordinate a testing program that helps students identify their abilities, aptitude, achievements, and interests.

- 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 students' 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 Standard**

Acts within legal and within ethical guidelines to accomplish educational purposes.

- 7.1 Adheres to professional Codes of Ethics of the American Counseling Association, American 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 Accepts responsibility for on-going professional development.
- 7.4 Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
- 7.5 Is knowledgeable of the position statements of the American School Counselor Association.
- 7.6 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**

Provides professional leadership within the school, community, and education profession to improve student learning and well being.

- 8.1 Builds positive relationships within and between school and community.
- 8.2 Promotes leadership potential in colleagues.
- 8.3 Participates in professional organization 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 organization, and/or within community organizations with educationally related activities.
- 8.7 Initiates and develops educational projects and programs.
- 8.8 Practices effective listening, conflict resolution, and group facilitation skills as a team member.
- 8.9 Presents programs in a manner that reflects sensitivity to a multicultural and global perspective.
- 8.10 Writes for publication, presents at conferences and provides professional development.
- 8.11 Works with colleagues to administer and effective learning climate within the school.
- 8.12 Performs professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results.
- 8.13 Performs duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations.

**Standard 9: Engages in Professional Development**

Evaluates his or her overall performance in relation to Kentucky's learning goals and implements a professional development plan.

- 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 needs.
- 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**

A school 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.

## **Evaluation Standards and Performance Criteria for Education Administrators**

### **Standard 1: Vision**

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

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

### **Standard 2: School Culture and Learning**

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

- 2.1 All individuals are treated with fairness, dignity, and respect.
- 2.2 Professional development promotes a focus on student learning consistent with the school vision and goals.
- 2.3 Students and staff feel valued and important.
- 2.4 The responsibilities and contributions of each individual are acknowledged.
- 2.5 Barriers to student learning are identified, clarified, and addressed.
- 2.6 Diversity is considered in developing learning experiences.
- 2.7 Life long learning is encouraged and modeled.
- 2.8 There is a culture of high expectations for self, student, and staff performance.
- 2.9 Technologies are used in teaching and learning.
- 2.10 Student and staff accomplishments are recognized and celebrated.
- 2.11 Multiple opportunities to learn are available to all students.
- 2.12 The school is organized and aligned for success.

- 2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.
- 2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies.
- 2.15 The school culture and climate are assessed on a regular basis.
- 2.16 A variety of sources of information is used in making decisions.
- 2.17 Student learning is assessed using a variety of techniques.
- 2.18 Multiple sources of information regarding performance are used by staff and students.
- 2.19 A variety of supervisory and evaluation models is employed.
- 2.20 Pupil personnel programs are developed to meet the needs of students and their families.

### **Standard 3: Management**

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

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

#### **Standard 4: Collaboration**

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

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

#### **Standard 5: Integrity, Fairness, and Ethics**

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. Performances – The administrator facilitates process and engages in activities ensuing that:

- 5.1 Examines personal and professional values
- 5.2 Demonstrates a personal and professional code of ethics.
- 5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- 5.4 Performs professional responsibilities related to assignment, including, attendance and punctuality and evaluating results.
- 5.5 Accepts responsibility for school operations.
- 5.6 Considers the impact of one's administrative practices on others.
- 5.7 Uses the influence of the office to enhance the educational program rather than for personal gain.
- 5.8 Treats people fairly, equitably, and with dignity and respect.
- 5.9 Protects the rights and confidentiality of students and staff.
- 5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community.
- 5.11 Recognized and respects the legitimate authority of others.
- 5.12 Examines and considers the prevailing values of the diverse school community.

- 5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior.
- 5.14 Opens the school to public scrutiny.
- 5.15 Fulfills legal and contractual obligations.
- 5.16 Applies laws and procedures fairly, wisely, and considerately.
- 5.17 Performs duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations.

### **Standard 6: Political, Economic, Legal**

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

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

### **Standard 7: Technology**

A school administrator uses technology to support the school's instructional program; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research/solve problems.

- 7.1 Operates a multimedia computer and peripherals to use a variety of software (Office '97, Word, Excel, e-mail, internet).
- 7.2 Uses the computer to do word processing, create spreadsheets, access electronic mail and the Internet, and use other emerging technologies to enhance professional productivity and support instruction (e.g., newsletters, data analysis, budgets, templates for performance evaluation documentation and professional growth plans).
- 7.3 Uses terminology related to computers and technology appropriately in written and verbal communication (e.g., SBDM minutes, newsletters, e-mail responses).
- 7.4 Follows Board policy, laws and regulations in the use of computers and technology in both professional and personal activities.
- 7.5 Facilitates the lifelong learning of self and others through the use of technology (e.g., professional growth plans, training provisions, attendance at technology training).
- 7.6 Demonstrates knowledge of the use of technology in business, industry, and society (e.g., Power point presentations, budget spreadsheets, use of e-mail).
- 7.7 Ensures appropriate research-based instructional practices related to the integration of technology are included in the school's instructional program (e.g., classroom observations, walk-throughs, professional growth plans).

# Forms

## Whitley County School District

### Instructions for Completing the Individual Professional Growth Plan

This plan is to be completed by the employee with assistance from the immediate supervisor.

#### Needs Assessment

“What evidence do I have which tells me improvement is needed?”

The professional growth plan should align with the school’s/district Comprehensive School/District Improvement Plan. Does your growth plan goal(s) align with one of the goals or objectives in the above mentioned plans?

#### Professional Development Stage

Select one of the following professional development stages which matches your personal stage of growth.

O = Orientation/Awareness

A = Application/Preparation

I = Implementation/Management

R = Refinement/Impact

#### Goal(s)

“What exactly do I want to do to improve?”

Identify the specific goal(s) or objective you plan to develop. It is also appropriate to review your summative evaluation for any identified professional growth needs.

#### Procedures and Activities for Achieving Goals and Objectives

“How can I reach my goal?”

List the specific activities you plan to do in order to meet your goal(s) and objective(s). For example; Attending specific staff development workshops; participating in effective instructional leadership programs; soliciting input from a peer/colleague who has mastered the goal or objective; enrolling in a seminar; collaborating with other support personnel, etc.

#### Expected Impact

“What do I expect will change as a result of this growth plan?”

How will this plan change instruction? Will I become a better teacher?

#### Target Dates for Completion

Identify the date you plan to accomplish your goal/objective.

**WHITLEY COUNTY SCHOOL DISTRICT  
INDIVIDUAL PROFESSIONAL GROWTH PLAN**

\_\_\_\_\_  
**Employee**

\_\_\_\_\_  
**Position**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Work Site**

Needs Assessment	Present Professional Development Stage	Growth Objectives/Goals	Procedures and Activities	Target Dates for Completion or Review	Expected Impact

**Employee's Comments:**

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

**Supervisor's Comments:**

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

**Individual Growth Plan Developed:**

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**Annual Review: \_\_\_ Achieved \_\_\_ Revised \_\_\_ Continued**

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**White copy – Central Office**

**Yellow Copy – Evaluatee**

**Pink Copy - Evaluator**



## Instructions for Completing the Individual Corrective Action Plan

**This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or “does not meet rating” on any one Standard or more from the Summative Evaluation or anytime when immediate action is needed to change a behavior or practice.** The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

### 1. Standard No.

Identify the specific standard(s) from the Summative Evaluation Form that has a “does not meet rating assigned

### 2. Present Professional Development Stage

(Select the stage of professional development that best reflects the evaluatee’s level)

**O = Orientation/Awareness** – stage at which practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program

**A = Preparation/Application** – stage at which practitioners develop the skills and processes to begin program implementation.

**I = Implementation/Management** – stage at which practitioners learn to master the required tasks for implementation of the program in their workplace

**R = Refinement/Impact** – state at which practitioners vary the use of practices to achieve maximum impact on student achievement.

## Corrective Action Team

The purpose of the Corrective Action Team is to provide the employee every possibility to attain the District Standards of Performance. ANY EMPLOYEE, teacher or administrator, should understand that the request for an assistance team is the evaluator trying to help the employee meet standards and avoid additional personnel actions.

Each certified employee of the District is required to have an individual professional growth plan which may be either for enrichment or assistance. An assistance growth plan is to provide the employee with additional assistance and supervision to help them make the necessary changes in their performance to meet District standards. After an employee is on an assistance plan, time is allowed to improve performance and demonstrate that the standard has been attained.

The evaluator will provide assistance, resources, and opportunity for the employee to grow professionally and reach the District standard. From time to time an employee may be unable to improve or choose not to improve performance. After observations and implementation of an assistance growth plan that has made little or no difference in the employee reaching standards, the evaluator must make a decision. It is at this time that the evaluator may choose to seek the help of an assistance team to work with the employee.

The following procedures would be initiated.

- Evaluator conferences with employee and indicates the desire to form an assistance team. (If the

employee refuses assistance, the evaluator has few options available)

- In collaboration with said employee, a team is mutually selected.
- Evaluator/employee/and team meet to discuss the assistance process.
- Each meeting of the team is documented in summary format with recommendations.

If the employee, in the judgment of the evaluator makes progress with the team's assistance then the summative evaluation is completed and the summative conference occurs. The employee is then back on an enrichment plan or assistance plan as determined by the evaluator.

When there is no improvement in performance toward meeting the standard even with the help of an assistance team, then the evaluator must take the necessary steps toward cancellation of the contract.

**WHITLEY COUNTY SCHOOL DISTRICT  
INDIVIDUAL CORRECTIVE ACTION PLAN**

\_\_\_\_\_  
**Employee**

\_\_\_\_\_  
**Position**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Work Site**

<b>Standard No.</b>	<b>*Present PG Stage</b>	<b>Growth Objectives/ Goal(s) (describe desired outcomes)</b>	<b>Procedures and Activities for Achieving Goals and Objectives (including support personnel)</b>	<b>Appraisal Method and Target Dates</b>
			(attach more pages if necessary)	

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

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

<b>Individual Corrective Action Plan Developed:</b>		<b>Status:</b> Achieved _____ Revised _____ Continued _____	
_____ <b>Evaluatee's Signature</b>	_____ <b>Date</b>	_____ <b>Evaluatee's Signature</b>	_____ <b>Date</b>
_____ <b>Evaluator Signature</b>	_____ <b>Date</b>	_____ <b>Evaluator' Signature</b>	_____ <b>Date</b>

## Employee Assistance Record

Optional

Dates:				
Observation:				
Professional Growth Plan Developed:				
Request for Assistance Team:				
Assistance Team Selected:				
Evaluator/Evaluated/ Team Meeting to explain assistance:				
1st Meeting of Team				
2nd Meeting of Team				
3rd Meeting of Team				
4th Meeting of Team				
Summative Evaluation				
Conference with Superintendent and/or Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

Principal Signature: \_\_\_\_\_

Team Members: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Employee Assistance Log of Activities:**

Employee: \_\_\_\_\_

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

Persons Present:

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

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

Summary of Meeting:

\_\_\_\_\_

Recommendations:

\_\_\_\_\_

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

Immediate Supervisor of Employee: \_\_\_\_\_

<b>Observee:</b>	<b>Observer:</b>
<b>Unit of Study/Lesson:</b>	<b>Academic Expectations:</b>
<b>Content Area/Grade:</b>	<b>Time:</b>
<b>Standard 1: Demonstrates Professional Leadership:</b>	<b>Evidence:</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 Contributes to the professional knowledge and expertise about teaching and learning.	
1.6 Guides the development of curriculum and instructional materials.	
1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community, organizations with educationally related activities.	
1.8 Initiates and develops educational projects and programs.	
1.9 Practices effective listening, conflict resolution, and group facilitation skills as a team member.	
1.10 Demonstrates punctuality and good attendance for all duties.	
1.11 Adheres to school board policies and administrative procedures.	
1.12 Adheres to the state professional Code of Ethics.	
Considerations for Professional Growth Plan:	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Growth Needed <input type="checkbox"/> Does not Meet
<b>Standard 2: Demonstrates Knowledge of Content:</b>	<b>Evidence:</b>
2.1 Communicates a breadth of content knowledge across the discipline's) to be taught.	
2.2 Communicates a current knowledge of discipline's) taught.	
2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the discipline	
2.4 Demonstrates an overall knowledge of one's discipline's) that allows the teacher to teach to the students' ability levels and learning styles.	
2.5 Connects content knowledge to real-world applications.	
2.6 Plans lessons and develops instructional materials that reflect knowledge of current constructs and principles of the discipline's) being taught.	
2.7 Analyzes sources of factual information for accuracy.	
2.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective.	
2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction	
Considerations for Professional Growth Plan:	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Growth Needed <input type="checkbox"/> Does not Meet
<b>Standard 3: Designs/Plans Instruction:</b>	<b>Evidence:</b>
3.1 Focuses instruction on one or more of Kentucky's learning goals and academic expectations.	
3.2 Develops instruction that requires students to apply knowledge, skills, and thinking processes.	
3.3 Integrates skills, thinking processes, and content across disciplines	
3.4 Creates and uses learning experiences that challenge, motivate and actively involve the learner.	

3.5 Creates and uses learning experiences that are developmentally appropriate for learners.	
3.6 Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.	
3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur.	
3.8 Includes creative and appropriate use of technologies (e.g. audiovisual equipment, computers, lab equipment, etc.) to improve student learning.	
3.9 Develops and implements appropriate assessment processes.	
3.10 Secures and uses a variety of appropriate school and community resources to support learning.	
3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful and creative.	
3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.	
Considerations for Professional Growth Plan:	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Growth Needed <input type="checkbox"/> Does not Meet
<b>Standard 4: Creates/Maintains Learning Climate:</b>	<b>Evidence:</b>
4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback.	
4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities.	
4.3 Shows consistent sensitivity to individuals and responds to students objectively.	
4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures.	
4.5 Locates and organizes materials and equipment to create an enriched multimedia environment.	
4.6 Encourages and supports individual and group inquiry.	
4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation.	
4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies.	
4.9 Works with colleagues to develop an effective learning climate within the school.	
Considerations for Professional Growth Plan:	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Growth Needed <input type="checkbox"/> Does not Meet
<b>Standard 5: Implements/Manages Instruction:</b>	<b>Evidence:</b>
5.1 Communicates specific goals and high expectations for learning.	
5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.	
5.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.	
5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.	
5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.	
5.6 Stimulates students to reflect on their own ideas and those of others.	
5.7 Uses appropriate questioning strategies to help students solve problems and think critically	
5.8 Manages student examination of social issues relative to course content, possible responses, and associated consequences.	

5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.	
5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines.	
5.11 Makes effective use of media and technologies	
5.12 Makes efficient use of physical and human resources and time.	
5.13 Provides opportunities for students to use and practice what is learned.	
5.14 Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.	
Considerations for Professional Growth Plan:	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Growth Needed <input type="checkbox"/> Does not Meet
<b>Standard 6: Assesses and Communicates Learning Results:</b>	<b>Evidence:</b>
6.1 Selects and uses appropriate assessments	
6.2 Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.	
6.3 Assess student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.	
6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results.	
6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.	
6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parent and students.	
Considerations for Professional Growth Plan:	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Growth Needed <input type="checkbox"/> Does not Meet
<b>Standard 7: Reflects/Evaluates Teaching/ Learning</b>	<b>Evidence:</b>
7.1 Assess and analyzes the effectiveness of instruction	
7.2 Makes appropriate changes to instruction based upon feedback, reflections, and assessment results.	
7.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.	
Considerations for Professional Growth Plan:	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Growth Needed <input type="checkbox"/> Does not Meet
<b>Standard 8: Collaborates with Colleagues/Parents/Others:</b>	<b>Evidence:</b>
8.1 Initiates collaboration with others and relates situations where collaboration with others will enhance student learning.	
8.2 Discusses with parents, students and others the purpose and scope of the collaborative effort.	
8.3 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.	
8.4 Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.	
8.5 Articulates expectations for each collaborative event, e.g., time lines and responsibilities.	
8.6 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.	
8.7 Secures and makes use of school and community resources that present differing viewpoints.	
8.8 Analyzes previous collaborative experiences to improve future experiences.	
8.9 Assess students' special needs and collaborates with school services and community agencies to meet those needs.	
Considerations for Professional Growth Plan:	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Growth Needed <input type="checkbox"/> Does not Meet

<b>Standard 9: Engages in Professional Development</b>	<b>Evidence:</b>
9.1 Establishes priorities for professional growth.	
9.2 Analyzes student performance to help identify professional development needs.	
9.3 Solicits input from others in the creation of individual professional development plans.	
9.4 Applies to instruction the knowledge, skills, and processes acquired through professional development.	
9.5 Modifies own professional development plan to improve instructional performance and to promote student learning.	
Considerations for Professional Growth Plan:	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Growth Needed <input type="checkbox"/> Does not Meet
<b>Standard 10: Demonstrates Implementation of Technology</b>	<b>Evidence:</b>
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 Demonstrated 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 Practices equitable and legal use of computers and technology in professional activities.	
10.7 Facilitates the lifelong learning of self and others through the use of technology.	
10.8 Explores, uses, and evaluates technology resources, software, applications, and related documentation.	
10.9 Applies research-based instructional practices that use computers and other technology.	
10.10 Uses computers and other technology for individual, small group, and large group learning activities.	
10.11 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.	
10.12 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distant learning application to enhance professional productivity and support instruction.	
10.13 Requests and uses appropriate assistive and adaptive devices for students with special needs.	
10.14 Designs lessons that use technology to address diverse student needs and learning styles.	
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.	
Considerations for Professional Growth Plan:	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Growth Needed <input type="checkbox"/> Does not Meet
Comments:	
Observee Signature:	Date:

Observer Signature:	Date:
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## Whitley County School District Formative Evaluation -Teacher

Tenured  
 Non-Tenured

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

Work Site: \_\_\_\_\_

Class/Activity \_\_\_\_\_

\_\_\_ # of Days Absent at Date of Observation

Pre-Obs. Conf  YES  NO

Standard 2 – 6 and 10 are observed primarily through classroom observations.  
Standards 1, 7-9 and 10 are observed throughout the employee contract period as the day to day duties and responsibilities are met

STANDARD 1: Professional Leadership  YES  NO

STANDARD 2: Knowledge of Content  YES  NO

STANDARD 3: Designs/Plans Instruction  YES  NO

STANDARD 4: Creates/Maintains Learning Climate  YES  NO

STANDARD 5: Implements/Manages Instruction  YES  NO

STANDARD 6: Assesses and Communicates Learning Results  YES  NO

STANDARD 7: Reflects/Evaluates Teaching/Learning  YES  NO

STANDARD 8: Collaborates with Colleagues/Parents/Other  YES  NO

STANDARD 9: Engages in Professional Development  YES  NO

STANDARD 10: Demonstrates Implementation of Technology  YES  NO

**Individual Growth Plan (standards for focus) Standard # \_\_\_\_\_**

This observation was discussed in a conference between the evaluator and evaluatee on \_\_\_\_\_

I have read and discussed this data collection form and received a copy.

\_\_\_\_\_  
**Evaluatee**

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

Comments (may be continued on back)

Whitley County      Data Collection Summary/Conferencing Form      Media Specialist/Librarian

<b>Observee:</b>	<b>Observer:</b>
<b>Grade Level:</b>	<b>Date:</b>
<b>Unit/Lesson:</b>	
<b>Standard 1: Demonstrates proficiency in Management and Administration of the Library Media Center</b>	<b>Evidence:</b>
1.1 Plans long-range goals of the library media center program with faculty, administration, and students.	
1.2 Plans the budget with the administration, SBDM council and or advisory committees, based on the needs and objectives of the library media center program.	
1.3 Administers the budget according to the goals and objectives of the program	
1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.	
1.5 Develops library media center policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.	
1.6 Administrates 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.	
1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs and facilities.	
1.10 Organizes and maintains the library media center as a functional, attractive, safe and orderly environment for optimal use by students and faculty.	
1.11 Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.	
1.12 Is responsible for the proper use of the facility, materials, and equipment.	
1.13 May plan and/or participate in special projects or proposals, e.g. book fairs	
1.14 Trains and supervises library media center clerical staff, volunteers, and student helpers.	
1.15 Follows the SBDM approved selection policy that includes a procedure for the reconsideration of materials.	
1.16 Keeps automated catalog current utilizing authority control	
1.17 Maintains statistical records and shelf list needed to verify collection of the library media center holdings.	
1.18 Makes general repairs, weeds collection, and takes annual inventory.	
1.19 Makes the library media center and its resources accessible to students and faculty.	
1.20 Facilitates the circulation of materials among schools in the district or with other agencies.	
1.21 Provides the resources and promotes recreations reading for the school community.	
1.22 Follows the school's policies and procedures	
1.23 Promotes compliance with the copyright law.	
1.24 Handles concerns of others in a positive and professional manner to protect the user's rights to privacy and confidentiality.	

Comments:	___ Meets Goal ___ Growth Needed ___ Does not meet
<b>Standard 2: Demonstrates Proficiency as a Teacher</b>	<b>Evidence:</b>
2.1 Provides orientation for new faculty and students.	
2.2 Informally evaluates individual and group needs and provides appropriate learning experiences.	
2.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.	
2.4 Provides for independent and cooperative group learning	
2.5 Teaches information literacy as an integral part of the curriculum using a process model.	
2.6 Guides students in the selection of appropriate resources.	
2.7 Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.	
2.8 Promotes appreciation of various forms of literature emphasizing the highest quality.	
2.9 Encourages students to develop lifelong reading listening, viewing, critical thinking skills, and become skilled in all modes of communication.	
2.10 Incorporates the use of technology in accessing information.	
2.11 Assists students in the use of multi-media for projects.	
2.12 Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.	
Comments:	___ Meets Goal ___ Growth Needed ___ Does not meet
<b>Standard 3: Demonstrates Proficiency as Instructional Partner</b>	<b>Evidence:</b>
3.1 Possesses broad knowledge of the school curriculum and plans with teachers and administrators for development of collection of materials to support the curriculum	
3.2 Exercises a leadership role and serves as a catalyst in ensuring the Library Media Program is central to the instructional program of the school	
3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.	
3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.	
3.5 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.	
3.6 Assists faculty in the selection of materials to supplement instruction.	
3.7 Establishes positive rapport with staff and students.	

3.8 Maintains effective communication with staff and students, e.g., informs of new acquisitions and services	
3.9 Plans and implements a Library Media Program of Library information literacy in collaboration with classroom teachers toward the achievement of goals and KERA	
Comments:	___ Meets Goal ___ Growth Needed ___ Does not meet
<b>Standard 4: Demonstrates Proficiency as Information Specialist</b>	<b>Evidence:</b>
4.1 Chooses materials using selection tools, bibliographies, and recommendations.	
4.2 Maintain a professional collection.	
4.3 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment that support the school's curriculum and educational goals.	
4.4 Is available as a personal resource for all students and faculty.	
4.5 Attends local professional growth activities and meetings.	
4.6 Demonstrates commitment by belonging to professional organizations and attending the meetings, workshops, conferences, and other activities related to the field.	
4.7 Develops/reviews a PGP congruent with school/district/KERA goals and missions.	
4.8 Upholds and models KY's School Personnel Code of Ethics.	
Comments:	___ Meets Goal ___ Growth Needed ___ Does not meet
<b>Standard 5: Manages Student Behavior</b>	<b>Evidence:</b>
5.1 Established/maintains behavioral expectation 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 behaviors.	
5.5 Manages disruptive behavior constructively while maintaining instructional momentum.	
5.6 Demonstrates fairness and consistency when managing disruptive behaviors enforces consequences.	
5.7 Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors.	
Comments:	___ Meets Goal ___ Growth Needed ___ Does not meet
<b>Standard 6: Demonstrates Implementation of Technology</b>	<b>Evidence:</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 presentation, 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 application 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 other 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.	
Comments:	___ Meets Goal ___ Growth Needed ___ Does not meet
Observer Signature:	Date:
Observer Signature:	Date:



**Whitley County Data Collection Summary/Conferencing Form School Counselors**

<b>Observee:</b>	<b>Position:</b>
<b>Observer:</b>	<b>Position:</b>
<b>Date:</b>	
<b>Standard 1: Program Management, Research and Evaluation</b>	<b>Evidence:</b>
1.1 Defines needs and priorities.	
1.2 Determines objectives.	
1.3 Communicates with 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 school plans.	
1.5 Evaluates the program to assure its contribution to the school's mission and goals.	
1.6 Use information systems and technology.	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does Not Meet
<b>Standard 2: Developmental Guidance Curriculum</b>	<b>Evidence:</b>
2.1 Assess the developmental need of students.	
2.2 Address 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 and 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 teaching of the guidance curriculum.	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does Not Meet
<b>Standard 3: Individual/Small Group Counseling</b>	<b>Evidence:</b>
3.1 Provide 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 Respect and nurture the uniqueness of each student.	
3.9 Mediate classroom and student conflict.	

3.10 Empower students to develop and use their resources.	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does Not Meet
<b>Standard 4: Consultation/Collaboration</b>	<b>Evidence:</b>
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 in 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 teacher, parents, teachers 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.	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does Not Meet
<b>Standard 5: Coordination</b>	<b>Evidence:</b>
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 co-operative working relationships with community resources.	
5.5 Facilitates successful transition from one level of education to the next. (i.e. elementary to middle)	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does Not Meet
<b>Standard 6: Assessment</b>	<b>Evidence:</b>
6.1 Participates in the planning and evaluation of the district/school testing program.	
6.2 Assess, interprets and communicates learning results to students, faculty, parents and community with respect to aptitude, achievement, interests, temperaments and learning styles.	
6.3 Collaborates with staff concerning assessment of special needs students.	
6.4 Uses assessment results and other sources of student data in formulating student career/iLP plans.	
6.5 Coordinates students' records to ensure the confidentiality of assessment data.	
6.6 Provides orientation sessions for faculty, students, and parents regarding the assessment program.	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does Not Meet

<b>Standard 7: Adheres to Professional Standard</b>	<b>Evidence:</b>
7.1 Adheres to professional Codes of Ethics of the American Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.	
7.2 Adheres to federal/state laws and regulation related to education and child protection.	
7.3 Accepts responsibility for on-going professional development.	
7.4 Acts in a role that clearly distinguished him or her from any professional who administers disciplinary action.	
7.5 Is knowledgeable of the position statements of the American School Counselor Association.	
7.6 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.	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does Not Meet
<b>Standard 8: Demonstrates Professional Leadership</b>	<b>Evidence:</b>
8.1 Builds positive relationships within and between school and community.	
8.2 Promotes leadership potential in colleagues.	
8.3 Participates in professional organization 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 organization, and/or within community organizations with educationally related activities.	
8.7 Initiates and develops education projects and programs.	
8.8 Practices effective listening, conflict resolution, and group facilitation skills as a team member.	
8.9 Presents programs in a manner that reflects sensitivity to a multicultural and global perspective.	
8.10 Writes for publication, presents at conferences and provides professional development.	
8.11 Works with colleagues to administer and effective learning climate within the school	
8.12 Performs professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results.	
8.13 Performs duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations.	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does Not Meet
<b>Standard 9: Engages In Professional Development</b>	<b>Evidence:</b>
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 needs.	
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.	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does Not Meet
<b>Standard 10: Demonstrates Implementation of Technology</b>	<b>Evidence:</b>
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.	
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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.	
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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, application, 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.	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does Not Meet
Comments:	
Observee Signature:	Date:
Observer Signature:	Date:

**Whitley County School District**  
**FORMATIVE EVALUATION INSTRUMENT**  
**Guidance Counselor**

Tenured  
 Non-Tenured

Employee: \_\_\_\_\_ Date: \_\_\_\_\_  
 Work Site: \_\_\_\_\_ Class/Activity \_\_\_\_\_

\_\_\_ # of Days Absent at Date of Observation      Pre-Obs. Conf  YES  NO

STANDARD 1: Program Management, Research and Evaluation     YES     NO

STANDARD 2: Development Guidance Curriculum                     YES     NO

STANDARD 3: Individual/Small Group Counseling                 YES     NO

STANDARD 4: Consultation/Collaboration                          YES     NO

STANDARD 5: Coordination     YES     NO

STANDARD 6: Assessment      YES     NO

STANDARD 7: Adheres to Professional Standard                  YES     NO

STANDARD 8: Demonstrates Professional Leadership              YES     NO

STANDARD 9: Engages in Professional Development              YES     NO

STANDARD 10: Technology     YES     NO

**Individual Growth Plan** (standards for focus) Standard # \_\_\_\_\_

This observation was discussed in a conference between the evaluator and evaluatee on \_\_\_\_\_

I have read and discussed this data collection form and received a copy.

\_\_\_\_\_  
**Evaluatee**

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

Comments (may be continued on back)

<b>Observee:</b>	<b>Position:</b>
<b>Observer:</b>	<b>Position:</b>
<b>Date:</b>	<b>Worksite:</b>
<b>Standard 1: Vision</b>	<b>Evidence:</b>
1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community.	
1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities	
1.3 The core beliefs of the school vision are modeled for all stakeholders	
1.4 The vision is developed with and among stakeholders	
1.5 The contributions of school community members to the realization of the vision are recognized and celebrated	
1.6 Progress toward the vision and mission is communicated to all stakeholders.	
1.7 The school community is involved in school improvement efforts	
1.8 The vision shapes the educational programs, plans, and actions.	
1.9 Provides opportunities that encourage collaboration among others in the use of resources	
1.10 Assessment data related to student learning is used to develop the school vision and goals	
1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals	
1.12 Barriers to achieving the vision are identified, clarified, and addressed	
1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals.	
1.14 Existing resources are used in support of the school vision and goals	
1.15 The vision and implementation plans are regularly monitored, evaluated and revised.	
Considerations for Professional Growth Plan:	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Growth Needed <input type="checkbox"/> Does not meet
<b>Standard 2: School Culture and Learning</b>	<b>Evidence:</b>
2.1 All individuals are treated with fairness, dignity and respect	
2.2 Professional development promotes a focus on student learning consistent with the school vision and goals	
2.3 Students and staff feel valued and important	
2.4 The responsibilities and contributions of each individual are acknowledged	
2.5 Barriers to student learning are identified, clarified and addressed.	
2.6 Diversity is considered in developing learning experiences	
2.7 Life long learning is encouraged and modeled	
2.8 There is a culture of high expectations for self, student, and staff performance	
2.9 Technologies are used in teaching and learning	
2.10 Student and staff accomplishments are recognized and celebrated	
2.11 Multiple opportunities to learn are available to all students	

2.12 The school is organized and aligned for success	
2.13 Curriculum, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined	
2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies	
2.15 The school culture and climate are assessed on a regular basis.	
2.19 A variety of supervisory and evaluation models are employed	
2.20 Pupil personnel programs are developed to meet the needs of students and their families.	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does not meet
<b>Standard 3: Management</b>	<b>Evidence:</b>
3.1 Knowledge of learning, teaching, and student development is used to inform management decisions.	
3.2 Operational procedures are designed and managed to maximize opportunities for successful learning.	
3.3 Emerging trends are recognized, studied, and applied as appropriate.	
3.4 Operational plans and procedures to achieve the vision and goals of the school are in place.	
3.5 Collective bargaining and other contractual agreements related to the school are effectively managed	
3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively.	
3.7 Time is managed to maximize attainment of organizations goals.	
3.8 Potential problems and opportunities are identified	
3.9 Problems are confronted and resolved in a timely manner.	
3.10 Financial, human, and material resources are aligned to the goals of the school.	
3.11 The school acts entrepreneurially to support continuous improvement.	
3.12 Organizational systems are regularly monitored and modified as needed	
3.13 Stakeholders are involved in decisions affecting schools.	
3.14 Responsibility is shared to maximize ownership and accountability.	
3.15 Effective problem framing and problem solving skills are used.	
3.16 Effective conflict resolution skills are used	
3.17 Effective group process and consensus building skills are used.	
3.18 Effective communication skills are used	
3.19 There is effective use of technology to manage school operations.	
3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively.	
3.21 A safe, clean and aesthetically pleasing school environment is created and maintained.	
3.22 Human resource functions support the attainment of the school.	
3.23 Confidentiality and privacy of school records are maintained.	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does not meet
<b>Standard 4: Collaboration</b>	<b>Evidence:</b>
4.1 High visibility, active involvement, and communication with the large community is a priority.	

4.2 Relationships with community leaders are identified and nurtured.	
4.3 Information about family and community concerns, expectations, and needs is used regularly.	
4.4 There is outreach to different business, religious, political, and service agencies and organizations.	
4.5 Credence is given to individuals and groups whose values and opinions may conflict.	
4.6 The school and community serve one another as resources.	
4.7 Available community resources are secured to help the school solve problems and achieve goals.	
4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.	
4.9 Community stakeholders are treated equitably.	
4.10 Diversity is recognized and valued	
4.11 Effective media relations are developed and maintained	
4.12 Comprehensive program of community relations is established.	
4.13 Public resources and funds are used appropriately and wisely	
4.14 Community collaboration is modeled for staff	
4.15 Opportunities for staff to develop collaborative skills are provided	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does not meet
<b>Standard 5: Integrity, Fairness, and Ethics</b>	<b>Evidence:</b>
5.1 Examines personal and professional values	
5.2 Demonstrates a personal and professional code of ethics.	
5.3 Demonstrates values, beliefs, and attitudes that inspire others to high levels of performance.	
5.4 Serves as a role model	
5.5 Accepts responsibility for school operations.	
5.6 Considers the impact of one's administrative practices on others.	
5.7 Use the influence of the office to enhance the educational program rather than for personal gain	
5.8 Treats people fairly, equitably, and with dignity and respect.	
5.9 Protects the rights and responsibilities of students and staff	
5.10 Demonstrates appreciation for the sensitivity to the diversity in the school community	
5.11 Recognizes and respects the legitimate authority of others	
5.12 Examines and considers the prevailing values of the diverse school community.	
5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior	
5.14 Opens the school to public scrutiny	
5.15 Fulfills legal and contractual obligations	
5.16 Applies laws and procedures fairly, wisely, and considerately	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does not meet
<b>Standard 6: Political, Economic, Legal</b>	<b>Evidence:</b>
6.1 The environment in which schools operate is influenced on behalf of students and their families.	

6.2 Communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.	
6.3 There is ongoing dialogue with representatives of diverse community groups.	
6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.	
6.5 Public policy is shaped to provide equality education for students.	
6.6 Lines of communication are developed with decision makers outside the school community.	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does not meet
<b>Standard 7: Technology</b>	<b>Evidence:</b>
7.1 Operates a multimedia computer and peripherals to use a variety of software	
7.2 Uses the computer to do word processing, create spreadsheets, access electronic mails and the internet and use other emerging technologies to enhance professional productivity and support instruction.	
7.3 Uses terminology related to computer and technology appropriately in written and verbal communication	
7.4 Follows board policy, laws, and regulations in the use of computers and technology in both professional and personal activities.	
7.5 Facilitates the lifelong learning of self and others through the use of technology	
7.6 Demonstrates knowledge of the use of technology in business, industry and society.	
7.7 Ensures appropriate research-based instructional practices related to the integration of technology are included in the school's instructional program.	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does not meet
Comments:	
Observer Signature:	Date:
Observer Signature:	Date:

**Whitley County School District**  
FORMATIVE EVALUATION INSTRUMENT

Administrators

(Principals/Asst. Principals/District Administrators/Superintendent)



Tenured

Non-Tenured

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

Work Site: \_\_\_\_\_

Class/Activity \_\_\_\_\_

\_\_\_ # of Days Absent at Date of Observation

Pre-Obs. Conf  YES  NO

STANDARD 1: Vision/Mission  YES  NO

STANDARD 2: School Culture and Learning  YES  NO

STANDARD 3: Management  YES  NO

STANDARD 4: Collaboration  YES  NO

STANDARD 5: Integrity, Fairness, Ethics  YES  NO

STANDARD 6: Political, Economic, Legal  YES  NO

STANDARD 7: Technology  YES  NO

**Individual Growth Plan** (standards for focus) Standard # \_\_\_\_\_

This observation was discussed in a conference between the evaluator and evaluatee on \_\_\_\_\_

I have read and discussed this data collection form and received a copy.

\_\_\_\_\_  
**Evaluatee**

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

Comments (may be continued on back)



# Whitley County School District

## SUMMATIVE EVALUATION FOR MEDIA SPECIALISTS

Tenured  
 Non-Tenured

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

Evaluatee \_\_\_\_\_ Grade/Content Area \_\_\_\_\_  
 Evaluatee's Position \_\_\_\_\_ Work Site \_\_\_\_\_  
 Evaluator \_\_\_\_\_ Date(s) of Observation(s) \_\_\_\_\_  
 Evaluator's Position \_\_\_\_\_ Date(s) of Conference(s) \_\_\_\_\_

Ratings:	Meets Standard	*Does Not Meet Librarian/Media Specialist Standard
Standard		
1. Demonstrates Proficiency in Management and Administration of the Library Media	<input type="checkbox"/>	<input type="checkbox"/>
2. Provides Exemplary Resources Through Collection Development	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates Proficiency as Instructional Partner	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrates Proficiency as Information Specialist	<input type="checkbox"/>	<input type="checkbox"/>
5. Manages Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrates Implementation of Technology	<input type="checkbox"/>	<input type="checkbox"/>
Number of Days Absent as of this Date	_____	

Overall Performance: \_\_\_\_\_

Evaluatee's Comments:

Evaluator's Comments:

**I have read and discussed this data and received a copy.**

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

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

Employee may file to request an appeal with any member of the appeals panel within five working days of receipt of the Summative Document.

**Employment Recommendation to Central Office:**

- Meets media specialist standards for re-employment
- Does not meet media specialist standards for re-employment

\*Any rating in the "does not meet standards" column requires the development of an Individual Corrective Action Plan.  
 Failure to meet any standard may be considered grounds for dismissal



**Whitley County School District**  
**SUMMATIVE EVALUATION FOR ADMINISTRATORS**  
**(Principals/Asst. Principals/District Administrators/Superintendent)**

Tenured  
 Non-Tenured

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

Evaluatee \_\_\_\_\_  
 Evaluator \_\_\_\_\_

Evaluatee's Position \_\_\_\_\_  
 Evaluator's Position \_\_\_\_\_

	Meets Standard	*Does Not Meet Administrator Standard
1. Vision/Mission	<input type="checkbox"/>	<input type="checkbox"/>
2. School Culture and Learning	<input type="checkbox"/>	<input type="checkbox"/>
3. Management	<input type="checkbox"/>	<input type="checkbox"/>
4. Collaboration	<input type="checkbox"/>	<input type="checkbox"/>
5. Integrity, Fairness, Ethics	<input type="checkbox"/>	<input type="checkbox"/>
6. Political, Economic, Legal	<input type="checkbox"/>	<input type="checkbox"/>
7. Technology	<input type="checkbox"/>	<input type="checkbox"/>

Number of Days Absent as of This Date \_\_\_\_\_

Overall Performance:

Evaluatee's Comments:

Evaluator's Comments:

**I have read and discussed this data and received a copy.**

Evaluatee: \_\_\_\_\_  
 Signature

\_\_\_\_\_ Date

Evaluator: \_\_\_\_\_  
 Signature

\_\_\_\_\_ Date

Employee may file a request an appeal with any member of the appeals panel within five working days of receipt of the Summative Document.

**Employment Recommendation to Central Office:**

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

Opportunities for appeal process at local and state level are a part of the District Evaluation Plan.

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

**Failure to meet any standard may be considered grounds for dismissal**

## Whitley County Elementary ~ Instructional Walk Through Observation Form

TEACHER: \_\_\_\_\_

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

Please check only descriptors that you observe:	Observed	Comments:
<b>LEARNING ENVIRONMENT:</b>		
Maintains High Expectations for all Students		
Focus is on Instruction and Learning		
Teacher is Well Organized / Materials are Ready		
Behavioral Standards are Uniformly Applied		
Classroom is Attractive / Inviting		
Quality Student Work is Displayed		
Instruction Begins Promptly		
Mission Statement is Posted		
<b>CURRICULUM/INSTRUCTION/ASSESSMENT:</b>		
Evidence of Curriculum (Core Content) is Posted		
Expectations are Clearly Communicated		
Asks Open Ended Questions		
Integrated Higher Order Thinking & Problem Solving Skills		
Delivery Engages All Students		
Lesson Objective is Clearly Stated		
Instruction Communicates WHY Concept is Being Taught		
Instruction Addresses Multiple Learning Styles		
Instruction Time is Well-Used		
Students Engage in Self-reflection / Ask Questions		
Teacher Makes Connections to Prior Learning / Other Disciplines		
<b>CLASSROOM ACTIVITIES IN PROGRESS:</b>		
Teacher Lecture / Review / Directions		
Teacher Demonstration / Guided Practice		
Teacher / Student Discussion or Question / Answer		
Cooperative Learning		
Teacher Using Technology		
Teacher Using Resources (maps, overheads, models, etc.)		
Hands On Activities / Lab		
Independent Seat Work / Teacher Circulating		
Student Led Instruction / Student Presentation		
Student Using Technology		
Variety of Assessment		

## WCMS Principal Walkthrough Instrument

Criteria: Check appropriate descriptors that you observe.										
<b>Physical Environment</b>										
<b>1. Layout</b>										
* Standards Posted In Classroom										
* Adequate to Implement Program										
* Attractive/Inviting										
<b>2. Classroom Organization</b>										
* Large group										
* Small group										
* Individual										
<b>3. Current Student Work Displayed</b>										
* Current Work Displayed in Room or Hall										
* Variety of Work										
<b>4. Classroom Environment</b>										
* Free of Interruptions										
* Focused on Learning										
<b>5. Custodial / HVAC Issues</b>										
* Clean / Lighting / Temperature										
<b>Materials and Resources Used in the Room</b>										
<b>1. Print-Rich Environment</b>										
* Variety of Print (Current, Environmental)										
<b>2. Variety of Instruct Materials Available</b>										
* Manipulatives, Models, etc.										
* Computer, CD Rom										
* Audio, Video Materials										
* Multi-Cultural Materials										
<b>Varied Instructional Strategies</b>										
<b>1. Instructional Orientation/Strategies</b>										
* Direct Instruction										
* Cooperative/Collaboration Learning										
* Team Teaching										
* Individual Tutoring (Teacher, Aide, etc.)										
* Instructional Feedback (oral and written)										
* Higher Level Questioning Strategies										
* Teacher as Coach/Facilitator										
* Use of Parent/Community in Learning										
* Computer for Instructional Delivery										
* Addresses Various Learning Styles										
<b>2. Student Activities</b>										
* Hands-on Learning										
* Independent Seatwork										
* Individual Instruction										
* Independent Inquiry/Research										

* Student Discussion												
* Technology as a Learning Tool												
3. Student Engagement												
* Student Discussion												
* Student Movement												
* Teacher Interaction												
4. Assessment Strategies												
* Assessments are Authentic												

**Whitley County High School  
Instructional Program Walkthrough Observation Form**

Time					
Room					
Please check only appropriate descriptors that you observe.					
<b>LEARNING ENVIRONMENT</b>					
Does not maintain High Expectations for all Students					
Focus is on Instruction and Learning					
Teacher is Well Organized/Materials are Ready					
Behavioral Standards are Not Uniformly Applied					
Classroom is Attractive/Inviting					
Classroom is Clean/Orderly					
Quality Student Work is Displayed					
Classroom is Free of Interruptions/Starts Promptly					
<b>CURRICULUM/INSTRUCTION/ASSESSMENT</b>					
<b>Asks Open Ended Questions</b>					
Evidence of Curriculum Posted in Room					
Expectations are Not Clearly Communicated					
Poor Questioning Techniques were Utilized					
Integrates Higher Order Thinking & Problem Solving Skills					
Delivery Engages All Students					
Lesson Objective is Clearly Identified					
Instruction Communicates WHY Concept is Being Taught					
Instruction Addresses Multiple Learning Styles					
Evidence of Technology Integration					
Instructional Time is Well-used					
Students Engage in Self-reflection/Ask Questions					
Teacher Makes Connections to Prior Learning/Other Disciplines					
<b>CLASSROOM ACTIVITIES IN PROGRESS</b>					
Teacher Lecture/Review/Directions					
Teacher Demonstration/Guided Practice					
Teacher/Student Discussion or Question/Answer					
Cooperative Learning					
Hands on Activities/Lab					
Independent Seat Work/Teacher Circulating					
Independent Seat Work/Teacher Not Circulating					
Student Led Instruction/Student Presentation					
Student Using Technology					
Individual Assessment					
Teacher Using Resources(Maps, Overheads, Models, Etc.)					

**Whitley County School District  
Appeals Panel Hearing Request Form**

I \_\_\_\_\_, have been evaluated by \_\_\_\_\_ during the current evaluative cycle. My disagreement with the findings of the summative have been thoroughly discussed with evaluator.

I respectfully request the \_\_\_\_\_ School District Evaluation Appeals panel to hear my appeal.

This appeal challenges the summative findings on:

- substance
- procedure
- both substance & procedure

---

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Date of Summative conference \_\_\_\_\_

Date evaluator notified of intent to appeal \_\_\_\_\_

This form shall be presented in person or by mail to any member of the appeals panel within five working days of completion of the summative conference.

**RECORD OF PROCEEDINGS**  
**(Minutes)**

The Whitley County Board of Education met in special session on Tuesday, April 10, 2007, at 6:00 P.M. at the Whitley County Board of Education with the following members present: J. E. Jones, Delmar Mahan, Dallas Sawyers, and Bobby Terrell.

**Others present:** Superintendent Lonnie Anderson, Assistant Superintendents Kenny Powell and JoAnn Siler, Board Attorney Tim Crawford, George Burke of Ross-Tarrant Architects, Darrell Stearns and Sandra Honaker of Branscum Construction, administrators, teachers, parents, and students.

**1. PRESENTATIONS**

- (1) **FBLA Award Winners** – Members of Whitley County High School's Future Business Leaders of America were recognized for their placement in regional competition.
- (2) **Oak Grove Academic Team** – This team was recognized for its accomplishments this school year.
- (3) **Duke Talent Search ACT Participants** – Nine Whitley County Middle School students were recognized for scoring 21 or above on the ACT and achieving state recognition level.
- (4) **Pep Club** – The sponsors and leaders of the Whitley County High School Pep Club were recognized.

**2. CALL TO ORDER**

The meeting was called to order by Chairman Mahan.

**3. APPROVE MINUTES**

Motion was made by Mr. Jones, seconded by Mr. Terrell, and the Board voted unanimously to approve the minutes of the Whitley County Board of Education in regular session on March 8, 2007.